

**PROGRAM OF
STUDIES
FOR
ELEMENTARY
SCHOOLS**

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PROGRAM OF STUDIES FOR ELEMENTARY SCHOOLS

This Program of Studies is issued under the authority of the Minister of Education pursuant to Section 12 of The School Act.

Alberta
Education
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INTRODUCTION

This Program of Studies contains an outline of the content of each program in the Elementary School together with a list of the recommended texts and approved secondary references.

Teachers who want suggestions concerning methods of handling a given course will find them in the related curriculum guide which may be obtained through the office of their superintendent, or purchased from the Printing and Stationery Branch, Alberta Education.

The assistance of committees in preparing the outlines in the various subjects is gratefully acknowledged.

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THE GOALS OF BASIC EDUCATION FOR ALBERTA

INTRODUCTION

Goals are statements which indicate what is to be achieved or worked toward. In relation to basic education, goals serve several functions:

- (1) They identify the distinctive role of the school and its contribution to the total education of youth;
- (2) They provide purpose and direction to curriculum planning, implementation and evaluation;
- (3) They enable parents, teachers and the community at large to develop a common understanding of what the schools are trying to achieve.

Society must periodically re-examine the goals of its schools. Changes in emphasis and minor adjustment of the basic goals may be required from time to time to keep pace with social change.

This statement of goals is to direct education for grades 1 through 12 in Alberta schools. It is the basis from which specific objectives for various subjects and grades shall be developed.

While the school makes a very important contribution to education, it is only one of the agencies involved in the education of youth. The home, the church, the media and community organizations are very significant influences on children. It is useful, therefore, to delimit the role of schooling in education. Education refers to all the learning experiences the individual has in interacting with the physical and social environment; it is a continuing and lifelong process. Schooling, which has a more limited purpose, refers to the learning activities planned and conducted by a formally structured agency which influences individuals during a specified period. There is, of course, a very close relationship between schooling and education — the learning which occurs in school influences and is influenced by what is learned outside the school.

GOALS OF SCHOOLING

Schooling, as part of education, accepts primary and distinctive responsibility for specific goals basic to the broader goals of education. Programs and activities shall be planned, taught, and evaluated on the basis of these specific goals in order that students:

- Develop competencies in reading, writing, speaking, listening and viewing.
- Acquire basic knowledge and develop skills and attitudes in mathematics, the practical and fine arts, the sciences, and the social studies (including history and geography), with appropriate local, national, and international emphases in each.

- Develop the learning skills of finding, organizing, analyzing, and applying information in a constructive and objective manner.
- Acquire knowledge and develop skills, attitudes and habits which contribute to physical, mental, and social well-being.
- Develop an understanding of the meaning, responsibilities, and benefits of active citizenship at the local, national and international levels.
- Acquire knowledge and develop skills, attitudes, and habits required to respond to the opportunities and expectations of the world of work.

Because the above goals are highly interrelated, each complementing and reinforcing the others, priority ranking among them is not suggested. It is recognized that in sequencing learning activities for students some goals are emphasized earlier than others; however, in relation to the total years of schooling, they are of equal importance.

In working toward the attainment of its goals, the school will strive for excellence. However, the degree of individual achievement also depends on student ability and motivation as well as support from the home. Completion of diploma requirements is expected to provide the graduate with basic preparation for lifelong learning. Dependent on program choices, the diploma also enables job entry or further formal study.

GOALS OF EDUCATION

Achievement of the broader goals of education must be viewed as a shared responsibility of the community. Maximum learning occurs when the efforts and expectations of various agencies affecting children complement each other. Recognizing the learning that has or has not occurred through various community influences, among which the home is most important, the school will strive to:

- Develop intellectual curiosity and a desire for lifelong learning.
- Develop the ability to get along with people of varying backgrounds, beliefs and lifestyles.
- Develop a sense of community responsibility which embraces respect for law and authority, public and private property, and the rights of others.
- Develop self-discipline, self-understanding, and a positive self-concept through realistic appraisal of one's capabilities and limitations.
- Develop an appreciation for tradition and the ability to understand and respond to change as it occurs in personal life and in society.

- Develop skills for effective utilization of financial resources and leisure time and for constructive involvement in community endeavors.
- Develop an appreciation for the role of the family in society.
- Develop an interest in cultural and recreational pursuits.
- Develop a commitment to the careful use of natural resources and to the preservation and improvement of the physical environment.
- Develop a sense of purpose in life and ethical or spiritual values which respect the worth of the individual, justice, fair play, and fundamental rights, responsibilities and freedoms.

The ultimate aim of education is to develop the abilities of the individual in order to fulfill personal aspirations while making a positive contribution to society.

LANGUAGE ARTS

The Philosophy of the Language Arts Program

Certain fundamental principles relating to the nature of language, to children's development and to language learning have provided the theoretical framework for the development of the language arts program. Commitment to the program by teachers must be based on knowledge of what those principles are and an understanding of what they mean in guiding the language process in school. The following, then, are the principles and resulting implications which provide the major thrusts for the language arts program.

1. In the early years, the child's thinking and language ability develop in his or her own dialect.
 - a. Initial learning experiences fostered by the school must be based on the acceptance and use of the oral language that young children bring to school.
 - b. The acquisition of receptive and productive control of school language (standard English) is preceded by the goal of facilitating initial learning in the students' own dialects.
2. Language variation is an integral part of language use.
 - a. Teachers must accept and respect the unique language of each student and provide for language growth in a classroom environment characterized by mutual respect, acceptance and trust.
 - b. The role of the school includes helping students to recognize, appreciate and respect language differences and encouraging them to value each other's language.
 - c. The acquisition of standard dialect should occur within a framework which provides opportunities for students to hear and practise appropriate language forms in a variety of language situations.
3. Experience and language are closely interwoven in all learning situations. On the one hand, experiences expand students' language by providing them with new meanings and by modifying and enlarging previously acquired ones. On the other hand, as students gain in their ability to understand and use language, they can enter into, comprehend and react to a variety of experiences.
 - a. Students must be given opportunities to enlarge their experiences including direct experiences and those obtained vicariously through listening, reading and viewing.
 - b. Students must be given help in finding and using language to clarify and organize their thinking and feeling about their experiences.

- c. As students develop concepts and understandings, there should be a continuous building from concrete experiences and discovery towards more abstract study and learning.
- 4. Language expansion occurs primarily through active involvement in language situations.
 - a. School experiences must maintain the link between the learner and what is to be learned through activities which encourage student participation.
 - b. Students should be given opportunities to participate in experiences which require use of language in increasingly differentiated contexts.
- 5. Through talk students learn to organize their environment, interpret their experiences and communicate with others. As they mature they continue to use talk for these purposes as well as to check their understandings against those of others and to build up an objective view of reality.
 - a. Experiences are enriched when they are shared through conversation and discussion.
 - b. At all levels of schooling classes should be organized so that there are opportunities for teachers and students to interact through the medium of talk.
 - c. The recognition of talk as a significant vehicle for learning must consider the processes involved in understanding meaning conveyed by others as well as the student's own expression of meaning.
- 6. Language is used to communicate understandings, ideas and feelings, to assist social and personal development and to mediate thought process.
 - a. Language learning activities provided in the classroom should be organized for a balance which reflects the actual use of language in the real world.
 - b. Students need opportunities to gain competence in using language in a range of functions and in a variety of contexts.
 - c. Students should use language to explore their own feelings and their relations with others.
 - d. The school should help students extend their thinking skills and add meaning to their experiences.
- 7. Various mass media have their own characteristic ways of presenting ideas.
 - a. To discern the nature and value of ideas presented through mass media requires a knowledge of the language proper to a particular medium.
 - b. The school must help students develop a mass media literacy through an intelligent exploration of how ideas are conveyed

and through discriminative reaction and personal use of media.

8. Literature is an integral part of language learning.
 - a. Students should have many opportunities to experience and respond to literature at all stages of their development.
 - b. Access to a wide variety of literary material is essential to a balanced, comprehensive literature program.
 - c. Literature experiences must include students' creative expression.
9. Language use reflects the inter-relatedness of the processes of listening, speaking, reading, writing and viewing.
 - a. A language arts program which provides for a balanced approach must be based on the integrative nature of all aspects of receptive and expressive language skills.
 - b. Language instruction should involve students in activities which focus on the unique contribution of the language skills when used separately and together.
 - c. Classroom activities should incorporate experiences which reflect meaningful uses of language and provide for relating skills and content.
 - d. A balanced program promotes the affective and psychomotor development of students as well as the cognitive dimensions of growth.
10. Language functions throughout the entire curriculum.
 - a. The application of language skills is necessary for successful achievement in all subject areas.
 - b. Teachers in all subjects must assume responsibility for appropriate application of communication skills as they relate to their particular areas.

General Language Arts Objectives for Grades 1-12

Language is a social behavior. Therefore, the language arts program should provide opportunities for students to experience language in functional, artistic and pleasurable situations with the aims:

1. To develop an awareness of and interest in how language works;
2. To develop an understanding and appreciation of a wide range of language use;
3. To develop flexibility in using language for a variety of purposes.

Specific Language Arts Objectives for Grades 1-12

The specific objectives of the language arts for grades 1-12 arise out of the *Goals of Basic Education* and the general objectives for language arts. Although the objectives are applicable at all levels, the emphasis may vary from level to level or from grade to grade. Through developing skills in listening, speaking, reading, writing, viewing and other related language abilities, the program should assist students to grow in their knowledge of language, to appreciate its value in their lives and to use it well. Accordingly, the program should provide opportunities for students to develop their understanding and apply their knowledge in the following dimensions of language:

1. Production and reception of sounds and printed words;
2. Relationships between the flow of words in speech and the arrangement of words on the printed page;
3. Use of language to talk about language;
4. Order and form of words as signals of meaning;
5. Relationship between diversity and subtlety of word meanings and the total meaning of a communication;
6. Relationships between the manner in which ideas are organized and presented and the total meaning of a communication;
7. Extension and enrichment of meaning through non-verbal communication;
8. Language variation according to audience, purpose, situation, culture and society;
9. Immediate language variation in sensitive response to audience reaction;
10. Language as a dynamic system which records, reflects and affects cultures;
11. Use of language to explore the environment and ideas of others, to develop new concepts and to evaluate what is discovered;

12. Role of language in increasing understanding of self and others;
13. Use of language to stir imagination, deepen understanding, arouse emotion and give pleasure;
14. Relationship of language to other forms of artistic expression.

**ELEMENTARY LANGUAGE ARTS CONTENT & SKILLS
GRADE ONE**

LISTENING & VIEWING

GRADE ONE PUPILS SHOULD:

ELEMENTS COMMON TO THE LANGUAGE ARTS:

- apply basic listening and viewing skills
- demonstrate desire to listen and view effectively
- demonstrate growth in thought processes by perceiving and comprehending simple spoken and illustrated:

descriptions	sequence (time)
explanations	opinions
comparisons	preferences
classifications	expressions of feelings
procedures	

READING & VIEWING

GRADE ONE PUPILS SHOULD:

- apply basic pre-reading and viewing skills
- demonstrate desire to read
- demonstrate growth in thought processes by perceiving and comprehending simple print and non-print:

descriptions	sequence (time)
explanations	expressions of feelings
procedures	
comparisons	
classifications	

**ELEMENTARY LANGUAGE ARTS CONTENT & SKILLS
GRADE ONE**

SPEAKING

GRADE ONE PUPILS SHOULD:

ELEMENTS COMMON TO THE LANGUAGE ARTS:

- apply speaking skills
- demonstrate interest in speaking effectively
- demonstrate delight and pleasure in sounds of language
- demonstrate growth in thought processes by expressing orally simple:

descriptions	sequence (time)
explanations	feelings, emotions
procedures	opinions, preferences
classifications	
comparisons	

WRITING

GRADE ONE PUPILS SHOULD:

- apply basic pre-writing skills
- demonstrate interest in writing effectively
- demonstrate growth in thought processes by dictating:

descriptions	sequence (time)
classifications	explanations
comparisons	expression of feelings, emotions
procedures	
- demonstrate growth in thought processes by illustrating/writing own stories, personal experiences, reports of happenings, descriptions

ELEMENTS COMMON TO RECEPTIVE LANGUAGE:

- demonstrate listening and viewing awareness
- attend to task
- practise listening/viewing courtesy
- respond to speaker
- recognize the need for listening/viewing
- demonstrate an appreciation of rhythm in language
- understand, extend and judge ideas received auditorially and visually:
 - find answers to simple questions
 - identify details, main ideas, simple sequence
 - follow simple directions
 - make predictions from simple information
 - distinguish real and make-believe
 - form sensory images

- have begun to read silently for short periods of time
- work independently and/or co-operatively on reading activities
- orally read familiar materials with fluency
- show an understanding of non-print visuals (e.g. pictures, labels, logos)
- show an understanding of a basic sight vocabulary
- read simple material with increasing understanding for:
 - note details, main idea, sequence
 - infer relationships (time, number, space)
- use contextual clues to anticipate and identify words in material suitable to Grade One
- identify different forms of literature (animal stories, stories about real people, fairy tales, fantasies)
- demonstrate ability to locate book parts (cover, title, author, page numbers)

ELEMENTS COMMON TO EXPRESSIVE LANGUAGE:

- recognize the different purposes for language (e.g. asking questions, story telling, "show and tell", sharing experiences, dramatization)
- speak more fluently about personal experiences
- begin to recognize the importance of accepted social behaviors in oral language situations (conversations, discussions):
 - participate without monopolizing
 - respect opinion of others
 - listen attentively
- demonstrate growth in vocabulary (breadth and depth)
- demonstrate growth in language structure (e.g. adding descriptive words and phrases, using more precise nouns and verbs)

- recognize need for attentiveness to a writing task
- begin to write about familiar subjects
- begin to develop growth in illustrated expressions
- develop growth in vocabulary
- demonstrate growth in written language by increasing quantity of language
- use more precise nouns and verbs

ELEMENTS SPECIFIC TO LISTENING/VIEWING:

- listen to stories, poems, songs, simple directions, conversations, simple reports and explanations
- view a variety of simple visual formats (e.g. pictures, overheads, filmstrips)
- discriminate similarities and differences of sounds:
 - distinguish characteristics of sounds
 - identify initial, medial and final sounds
 - select rhyming words
- retain and recall information received auditorially:
 - recite rhymes
 - recall sequence of two or three events
 - recall simple directions

ELEMENTS SPECIFIC TO READING/VIEWING:

- read a variety of written/illustrated materials suitable to Grade One, for example:

experience charts	directions
paragraphs	picture books
stories	pictures
poems	filmstrips
- discriminate and remember spatial position, figure-ground
- discriminate similarities and differences (e.g. letters, numerals, words)
- understand constancy of form (letters, words)
- associate visual and auditory information, using material suitable to Grade One
- recognize instantly words used in reading materials
- use point analysis (initial, medial and final consonants, long and short vowels, initial consonant digraph, simple phonograms, such as *et, on, ack*)
- use structural analysis to identify words (e.g. roots, compound words, common affixes)
- locate and recall information in material suitable to Grade One

ELEMENTS SPECIFIC TO SPEAKING:

- communicate orally using the following forms:
 - directions, instructions, discussions, conversations, interviews, stories, reports
- use a wide variety of verbal and non-verbal communication skills
- use gestures to convey meaning
- speak clearly at suitable rate
- use appropriate pronunciation, voice quality and control
- use appropriate language structures in a variety of situations
- speak in sentences when appropriate
- use creative dramatization and dialogue

ELEMENTS SPECIFIC TO WRITING:

- use appropriate forms for clear communication:
 - illustrated/written experiences
 - ideas
 - stories
 - thank you letters (class-composed)
- continue to develop gross motor control
- develop fine motor control, eye-hand coordination, left-right hand movement
- begin to use correct punctuation for clear communication:
 - periods, question marks
 - commas (between month and year, city and province)
 - capital letters (first word of a sentence, names and I)
- understand manuscript letter forms
- write legibly

LANGUAGE ARTS SKILLS SHOULD BE APPLIED, REINFORCED AND EXTENDED BY TEACHERS OF ALL SUBJECT AREAS.

ELEMENTARY LANGUAGE ARTS CONTENT & SKILLS GRADE TWO

LISTENING & VIEWING

GRADE TWO PUPILS SHOULD:

ELEMENTS COMMON TO THE LANGUAGE ARTS:

- apply listening skills learned in Grade One
- demonstrate desire to listen and view effectively
- demonstrate growth in thought processes by perceiving and comprehending more complex spoken and illustrated materials:
 - descriptions
 - explanations
 - classifications
 - comparisons
 - procedures
- hypotheses
- sequence (time)
- expression of feelings, emotions
- opinions and preferences

READING & VIEWING

GRADE TWO PUPILS SHOULD:

- apply reading/viewing skills learned in Grade One
- demonstrate desire to read and view
- demonstrate growth in thought processes by perceiving and comprehending more complex written and non-print material:
 - descriptions
 - explanations
 - procedures
 - classifications
 - comparisons
- sequence (time)
- expression of feelings, opinions and preferences

ELEMENTARY LANGUAGE ARTS CONTENT & SKILLS GRADE TWO

SPEAKING

GRADE TWO PUPILS SHOULD:

ELEMENTS COMMON TO THE LANGUAGE ARTS:

- apply speaking skills learned in Grade One
- demonstrate desire to speak effectively
- demonstrate delight and pleasure in the sounds of language
- demonstrate growth in thought processes by expressing orally more complex:
 - descriptions
 - explanations
 - procedures
 - classifications
 - comparisons
- sequence (time)
- feelings and emotions
- opinions, preferences

WRITING

GRADE TWO PUPILS SHOULD:

- apply writing skills learned in Grade One
- demonstrate desire to write effectively
- demonstrate growth in thought processes by expressing in writing more complex:
 - descriptions
 - sequence (time)
 - procedures
 - feelings, emotions
 - classifications
 - comparisons
 - explanations

ELEMENTS COMMON TO RECEPTIVE LANGUAGE:

- demonstrate listening awareness:
 - attend to task
 - practise listening/viewing courtesy
 - respond to speaker
- appreciate purposes for listening and viewing:
 - recognize need for listening and viewing
 - modify level of attention to suit purpose
- demonstrate an increasing appreciation of rhythm in language
- show an understanding of a widening listening vocabulary
- show an understanding of a widening range of viewing material
- understand, extend and judge ideas received auditorially and visually:
 - gain information and meaning
 - note details, main ideas, simple sequence
 - identify and respond to elements of literature (e.g. character traits)
 - form sensory images
 - follow directions
 - predict, infer from appropriate content
 - determine relationships, draw conclusions
 - distinguish fact and fancy
 - appraise actions and behavior of story character

- read silently and view for greater periods of time
- work independently and/or co-operatively on reading/viewing activities
- understand the role of reader/listener/viewer
- read familiar materials with fluency (both orally and silently)
- show an understanding of widening sight vocabulary
- read/view increasingly complex material with understanding to:
 - note details, main ideas, sequence, traits of characters
 - infer relationships (e.g. time, distance, cause and effect)
 - draw conclusions
 - predict (alternate endings)
- use contextual analysis to anticipate and identify words in increasingly complex material
- identify different forms of literature (animal stories, stories about real people, fairy tales, fantasies, autobiographies)
- demonstrate study skills to:
 - locate book parts
 - alphabetize to first letter

ELEMENTS COMMON TO EXPRESSIVE LANGUAGE:

- recognize that appropriate language is important
- understand the role of the speaker/listener
- adjust rate of speaking to specific situations
- speak fluently about familiar subjects
- demonstrate growth in vocabulary (depth and breadth)
- demonstrate growth in language structures (e.g. using more precise vocabulary, adding descriptive words and phrases)

- show attentiveness to writing task
- recognize the need for precise language
- understand the role of the writer
- write fluently about familiar subjects
- demonstrate growth in vocabulary (depth and breadth)
- demonstrate growth in written language by:
 - increasing quantity of writing
 - using more precise nouns and verbs
 - adding descriptive words

ELEMENTS SPECIFIC TO LISTENING/VIEWING:

- listen to a variety of forms of spoken messages:
 - stories
 - conversations
 - poetry
 - discussions
 - songs
- simple reports
- introduction
- view a variety of visual formats (e.g. cartoons, slides, filmstrips, puppetry, play)
- discriminate similarities and differences of sounds/visuals:
 - recognize consonants, blends, vowels, diagraphs
 - recognize structural elements (roots, plurals, compound words, contractions)
- associate visual and auditory information
- recall details
- recall sequence of three to four events
- recall complex directions
- recite simple poems

ELEMENTS SPECIFIC TO READING/VIEWING:

- read a variety of print and non-print materials suitable to Grade Two:
 - paragraphs
 - simple graphs/charts
 - reports
 - poetry
 - directions
 - filmstrips
 - pictures
- discriminate and remember spatial position, figure-ground using more complex material
- understand constancy of more complex forms
- associate visual and auditory information using more complex material
- recognize instantly words used frequently in classroom materials
- use phonetic analysis to identify words (consonant blends, vowel clusters, phonograms)
- use structural analysis to identify words (e.g. contractions, possessives, comparatives)
- locate and recall information in increasingly complex material

ELEMENTS SPECIFIC TO SPEAKING:

- communicate orally using the following forms:
 - reports
 - discussions
 - directions
 - conversations
 - instructions
 - stories
 - interviews
- use creative dramatization and dialogue
- demonstrate control of verbal and non-verbal communication skills:
 - use appropriate gestures/facial expression and voice quality
 - speak clearly at suitable rate
 - use correct pronunciation
 - practise voice control

ELEMENTS SPECIFIC TO WRITING:

- use the appropriate form of written language for clear communication:
 - stories (with beginning, middle, and end)
 - paragraphs (2-4 sentences)
 - letters of invitation and thanks
 - instructions (3-step)
 - directions
 - simple charts, graphs and illustrations
- continue to develop fine motor control
- use correct punctuation for clear communication:
 - periods, question marks, commas (between month and year; city and province)
 - capital letters (first word of sentence, names, "Mr.", initials, "I")
- use standard manuscript letter forms
- write legibly
- display increased speed
- use and extend basic spelling vocabulary
- apply knowledge of phonetic and structural analysis to written work
- begin to proofread

LANGUAGE ARTS SKILLS SHOULD BE APPLIED, REINFORCED AND EXTENDED BY TEACHERS OF ALL SUBJECT AREAS.

ELEMENTARY LANGUAGE ARTS CONTENT & SKILLS GRADE THREE

LISTENING & VIEWING

GRADE THREE PUPILS SHOULD:

- ELEMENTS COMMON TO THE LANGUAGE ARTS:
- apply listening and viewing skills learned in Grades One and Two
 - demonstrate desire to listen and view effectively
 - demonstrate growth in thought processes by perceiving and comprehending increasingly complex spoken:

descriptions	comparisons
explanations	sequence
simple summaries	expressions of feelings,
procedures	emotions,
classifications	and preferences
hypotheses	

READING & VIEWING

GRADE THREE PUPILS SHOULD:

- apply reading and viewing skills learned in Grades One and Two
- demonstrate desire to read and to view for recreation and information
- demonstrate growth in thought processes by perceiving and comprehending increasingly complex written and/or illustrated:

descriptions	sequence
explanations	expression of feeling,
procedures	emotion,
classifications	and preferences
comparisons	

ELEMENTARY LANGUAGE ARTS CONTENT & SKILLS GRADE THREE

SPEAKING

GRADE THREE PUPILS SHOULD:

- ELEMENTS COMMON TO THE LANGUAGE ARTS:
- apply speaking skills learned in Grades One and Two
 - demonstrate desire to speak effectively
 - demonstrate growth in thought processes by expressing orally increasingly complex:

descriptions	classifications
explanations	sequence
summaries	comparisons
procedures	feelings, emotions
hypotheses	preferences

WRITING

GRADE THREE PUPILS SHOULD:

- apply writing skills learned in Grades One and Two
- demonstrate growth in thought processes by expressing in writing increasingly complex:

description	comparisons
explanations	sequence
procedures	feelings, emotions,
	preference

ELEMENTS COMMON TO RECEPTIVE LANGUAGE.

- demonstrate listening/viewing awareness
 - attend to task
 - practise listening/viewing courtey
 - understand role of viewer/audience
- appreciate purposes for listening and viewing
 - recognize need for listening and viewing
 - modify level of attention to suit purpose
- demonstrate an appreciation of rhythm in language
- show greater understanding of widening listening vocabulary
- understand, extend and judge ideas received auditorially and visually
- gain information and meaning from more complex material to:
 - note details, main ideas, sequence
 - identify and respond to different types and forms of literature and elements of the writer's craft
 - infer relationships
 - determine relationships, draw conclusions
 - predict, infer
 - form sensory images
 - distinguish fact, fiction, opinion,
 - plausibility exaggeration
 - evaluate ideas from increasingly complex materials
- use contextual analyses to anticipate and identify words (syntactic and semantic cues)

- read silently for greater periods of time
- work independently and/or co-operatively on reading activities
- understand the role of reader/writer, viewer/illustrator
- adjust rate of reading to specific purposes and materials (both orally and silently)
- read increasingly complex material with fluency (both orally and silently)
- show a greater understanding of a widening reading vocabulary
- read/view increasingly complex material with understanding to:
 - gain literal and inferential comprehension of main idea, details, sequence
 - draw conclusions
 - relate ideas
 - predict outcomes
- read/view increasingly complex material critically to evaluate or judge ideas
- use contextual analyses to anticipate and identify words in increasingly complex materials (syntactic, non-print, semantic cues)
- identify and respond to different types and forms of literature and elements of the writer's craft
- identify and respond to different types and forms of visual arts and elements of the artist's work
- demonstrate study skills to:
 - use dictionaries and glossaries
 - alphabetize to second letter
 - locate information in a variety of forms

ELEMENTS COMMON TO EXPRESSIVE LANGUAGE.

- recognize that appropriate language is important
- understand the role of the speaker/listener
- adjust rate, volume, tone of speaking to specific situations
- speak fluently about increasingly complex subjects
- demonstrate delight and pleasure in language
- demonstrate growth in vocabulary (breadth and depth)
- demonstrate growth in oral language by using more complex language structures through:
 - sentence building
 - using words and phrases for variety
 - and emphasis
- recognizing that nouns, verbs, pronouns have different forms and functions

- recognize that appropriate language is important
- understand the role of the writer/reader
- write fluently about increasingly complex subjects
- demonstrate growth in vocabulary (breadth and depth)
- demonstrate growth in written language by using more complex language structures through:
 - sentence building
 - using words and phrases for variety
 - and emphasis
- recognizing that nouns, verbs, pronouns have different forms and functions
- organize information from a variety of sources

ELEMENTS SPECIFIC TO LISTENING/VIEWING:

- listen to a widening variety of forms of spoken messages:

stories	directions
poetry	conversations
songs	discussions
introductions	reports
interviews	plays
- listen/view a variety of visual formats (e.g. slides, videotapes, puppety)
- distinguish similarities and differences of sounds
- distinguish characteristics of pitch, intensity, quality, duration, sequence
- identify consonants, vowels, digraphs, blends
- identify word structures (roots, prefixes, suffixes, compounds, syllables)
- demonstrate growth in auditory/visual memory:
 - recall details, sequence, directions
 - recall poems, stories, posters, slides
 - recall details
- demonstrate growth in visual memory
- recall sequence of four or five events
- recall directions

ELEMENTS SPECIFIC TO READING/VIEWING:

- read/view a widening variety of materials suitable to Grade Three:

paragraphs	pictures
reports	reports
plays	recipes
charts	lists
graphs	posters
- continue to refine discrimination and memory skills learned in previous grades
- continue to associate visual and auditory information using more complex material
- recognize instantly words that occur frequently
- use phonic analysis to identify words (consonants, vowels, digraphs, digraphs, vowel variants, phonograms)
- use structural analysis to identify words (word structures, prefixes, suffixes, endings, syllables)
- locate and recall information in increasingly complex material

ELEMENTS SPECIFIC TO SPEAKING:

- communicate orally using the following forms:

conversations	reports
(including telephone)	introductions
directions, instructions	
- stories
 - interviews
- use creative dramatization and dialogue
- demonstrate more control of verbal and non-verbal communication skills:
 - using body language, facial expression and voice quality to convey meaning
 - use correct pronunciation and suitable voice control, posture
- recognize importance of accepted social behaviors in oral language situations:
 - practise accepted rules for person-to-person conversations, telephone conversations, discussions, reports, introductions, interviews
- demonstrate awareness of the difference between formal and informal language by using appropriate language structures in a variety of situations

ELEMENTS SPECIFIC TO WRITING:

- use the appropriate forms of written language for clear communication:

paragraphs	simple notes
stories (with beginning, middle, and end)	letters (invitations, friendly, thank you)
directions, instructions	outlines (sentence)
recipes	poetry
- use correct punctuation for clear communication:

periods	apostrophe
question marks	hyphens
quotation marks	capital letters
- use standard forms of manuscript and cursive writing
- write legibly with reasonable speed
- use and extend basic spelling vocabulary
- display increased speed
- apply knowledge of structural and phonic analysis to written work
- proofread with increasing competency

LANGUAGE ARTS SKILLS SHOULD BE APPLIED, REINFORCED AND EXTENDED BY TEACHERS OF ALL SUBJECT AREAS.

ELEMENTARY LANGUAGE ARTS CONTENT & SKILLS

LISTENING & VIEWING

GRADE FOUR

READING & VIEWING

SPEAKING

GRADE FOUR

WRITING

GRADE FOUR PUPILS SHOULD:

GRADE FOUR PUPILS SHOULD:

GRADE FORU PUPILS SHOULD

GRADE FOUR PUPILS SHOULD:

- apply reading/viewing skills learned in Grade One through Grade Three
- demonstrate desire to read/view for recreation and information
- demonstrate growth in thought processes by perceiving and comprehending increasingly complex written and/or illustrated:

descriptions	comparisons	feelings
explanations	sequence	emotions
summaries	hypotheses	preferences
procedures	plans	opinions
classifications	predictions	judgments

- apply listening/viewing skills learned in Grade One through Grade Three
- demonstrate desire to listen/view effectively
- demonstrate growth in thought processes by perceiving and comprehending increasingly complex spoken and illustrated:

descriptions	comparisons	feelings
explanations	sequence	emotions
summaries	hypotheses	preferences
classifications	plans	opinions
procedures	predictions	judgments

- ELEMENTS COMMON TO THE LANGUAGE ARTS:**
- apply speaking skills learned in Grade One through Grade Three
 - demonstrate a desire to speak effectively
 - demonstrate growth in thought processes by expressing orally increasingly complex:

descriptions	comparisons	preferences
explanations	sequence	feelings
summaries	hypotheses	judgments
classification	plans	emotions
procedures	predictions	

- apply writing skills learned in Grade One through Grade Three
- demonstrate desire to write effectively
- demonstrate growth in thought processes by expressing in writing increasingly complex:

descriptions	comparisons	feelings
explanations	sequence	opinions
summaries	hypotheses	judgments
procedures	plans	emotions
classifications	preferences	

ELEMENTS COMMON TO RECEPTIVE LANGUAGE:

- demonstrate listening/viewing awareness:
 - attend to task
 - practise courtesy: basic to effective listening/viewing
 - understand needs of viewer/audience
- demonstrate awareness of the contribution to meaning and total effect of design, special effects, film and video:
 - understand the use of pictures, drama and personal presentations
- appreciate purposes for listening/viewing:
 - listen/view for a variety of purposes
 - modify listening/viewing to suit purpose
- demonstrate ability to listen/view attentively for longer periods
- demonstrate growth of a rich, imaginative response to listening and viewing experiences
- demonstrate an increasing appreciation of rhythm in language
- interpret facial expression, gestures and body movement
- recall speaker's use of effective words, phrases and figurative language
- show a greater understanding of a widening listening vocabulary
- understand, extend and evaluate ideas received audibly and/or visually to
- gain information and meaning, note details, main idea, sequence
- understand and respond to different types and forms of literature and elements of writer's craft
- identify and infer relationships (e.g. time, cause and effect)
- draw conclusions, predict
- make judgements, appraisals, judgements
- identify ideas of factual, fictional, opinionated, absurd, plausible, exaggerated, humorous
- use critical analysis to anticipate and identify words and aspects of a dramatic scene

- read silently for greater periods of time
- view silently for greater periods of time
- understand the role of the writer/producer/viewer/reader:
- begin to demonstrate understanding of author's/artists' style and structure (e.g. by oral reading, role playing, make-up)
- select materials appropriate to audience
- work independently and/or co-operatively on reading activities
- work independently and/or co-operatively on viewing activities
- adjust rate of reading to specific purposes and materials (both orally and silently)
- read increasingly complex materials with fluency (both orally and silently)
- show an understanding of a reading vocabulary appropriate to Grade Four
- read/view increasingly complex material with understanding:
- gain literal and inferential comprehension of main idea, detail, sequence
- identify and infer relationships (e.g. time, cause and effect)
- draw conclusions, predict outcomes
- make generalizations
- decide point of view
- read/view increasingly complex materials critically to evaluate generalizations
- discriminate fact from opinion, fiction from non-fiction
- detect absurdities, humour
- determine feelings, attitudes
- identify and respond to different types and forms of literature and elements of the writer's craft
- identify and respond to different types and forms of visual arts and elements of the artist's work
- apply contextual analysis to anticipate and identify words in increasingly complex materials (syntactic and semantic cues)
- demonstrate study skills to:
- alphabetize to letter of text
- locate book parts (e.g. titles, contents, author, index, endnotes, bibliography)
- use typographical aids (e.g. italics, indentation, guide words)
- locate information in a variety of forms and publications (e.g. filmstrips, charts, glossaries, dictionaries, atlases, texts, encyclopaedia, and catalogues)

ELEMENTS COMMON TO EXPRESSIVE LANGUAGE:

- recognise that appropriate language is important for effective communication
 - understand the role of the speaker/listener:
 - project style and structure of material
 - recognise need for audience preparation
 - speculate about interesting/complex subjects
 - adjust rate, volume, tone of speaking
 - demonstrate growth in oral vocabulary (breadth and depth) by using:
 - increasingly precise vocabulary
 - effective figurative language
 - demonstrate continuing growth in oral language by:
 - producing, expanding and combining various types of sentences (declarative, imperative, interrogative)
 - using more precise words and phrases for variety and emphasis
- Understanding different forms and functions of nouns, verbs, adjectives, adverbs, pronouns
recognising the concepts of subject and predicate

- recognise that appropriate language is important for effective communication
- understand the role of the **writer/reader**
- recognise need to adapt style and structure to suit content and reader
- write fluently about increasingly complex subjects
- demonstrate continuing growth in written vocabulary (breadth and depth)
- increasingly precise verbal usage
- effective use of appropriate language
- demonstrate continuing growth in written language by:
 - producing, expanding and combining various types of sentences (declarative, interrogative, imperative)
 - using more precise words and phrases for variety and emphasis
 - understanding the different forms and functions of nouns, verbs, adjectives, adverbs, pronouns
 - organising the concepts of subject and predicate
 - organising information from a widening variety of sources (e.g. filmstrips, charts, texts, dictionaries, resources, audio, audiovisual)
 - write a well-organised paragraph

ELEMENTS SPECIFIC TO LISTENING/VIEWING

- listen in widening contexts using the following forms

fairy tale	invitation
tall tale	reply
animal story	introduction
biography	conversation
discussion	poetry
interview	plays
report	
personal anecdote	
- listen/vi in widening contexts (e.g. puppetry, pageantry)
 - discuss similarities and differences of sounds:
 - discuss intensity, pitch, quality, duration, sequence of a variety of sounds
 - apply phonetic and structural analysis to words received auditorily
 - identify word structures (e.g. root words, prefixes, suffixes, compounds, syllables)
 - demonstrate growth in auditory/visual memory:
 - recall words, directions, directions
 - recall poems, stories, people

ELEMENTS SPECIFIC TO READING/VIEWING

- read/view a wideening variety of material suitable to Grade Four in the following forms:
 - fairy tale invitation
 - tall tale reply
 - animal story friendly letter
 - biography thank you note
 - autobiography topical outline
 - report poetry
 - interview plays
 - summary
- continue to refine auditory and visual discrimination and memory skills learned in previous grades
- continue to associate visual and auditory information (e.g. punctuation, pronunciation, pitch, accent) using more complex material
- instantly recognise words that occur frequently in reading material
- apply phonetic and structural analysis to decode unfamiliar words in isolation and in context
- continue to interpret visual materials

ELEMENTS SPECIFIC TO SPEAKING

- speak in widening contexts using the following forms for story telling:
 - fairy tale invitation
 - tall tale reply
 - animal story introduction
 - biography conversation
 - autobiography discussion
 - interview poetry
 - report plays
 - personal anecdote
- continue to demonstrate control of the following verbal and non-verbal communication skills:
 - adjust volume, rate and pitch to suit purpose
 - use appropriate facial expressions, gestures and posture
- demonstrate accepted social behaviours in oral language situations
- demonstrate knowledge of the differences between formal and informal language by using each in appropriate situations

ELEMENTS SPECIFIC TO WRITING:

- use the appropriate forms of written language for clear communication:
 - animal story invitation
 - reply
 - friendly letter
 - autobiography thank you note
 - topical outline
 - report
 - poetry
 - diary
- use correct punctuation for clear communication:
 - period, question mark, comma, quotation marks, exclamation mark, apostrophe, hyphen
 - capital letters
- use standard forms of manuscript and cursive writing
 - write legibly with increasing speed
 - use and extend basic spelling vocabulary
 - apply knowledge of structural and phonetic analysis to written work
- proofread for content, punctuation, capitalization, spelling, handwriting
 - begin to use dictionary to check spelling and meaning and to learn
 - prepare a simple bibliography acknowledging author and title

LANGUAGE ARTS SKILLS SHOULD BE APPLIED, REINFORCED AND EXTENDED BY TEACHERS OF ALL SUBJECT AREAS.

ELEMENTARY LANGUAGE ARTS CONTENT & SKILLS GRADE FIVE

LISTENING & VIEWING

GRADE FIVE PUPILS SHOULD:

ELEMENTS COMMON TO THE LANGUAGE ARTS:

- apply listening and viewing skills learned in Grade One through Grade Four
- demonstrate desire to listen and view effectively
- demonstrate growth in thought processes by perceiving and comprehending increasingly complex spoken and/or illustrated:

descriptions	sequence	preferences
explanations	hypotheses	opinions
summaries	plans	judgments
procedures	predictions	
classifications	summaries	
comparisons	feelings	

READING & VIEWING

GRADE FIVE PUPILS SHOULD:

- apply reading and viewing skills learned in Grade One through Grade Four
- demonstrate desire to read and view for recreation and information
- demonstrate growth in thought processes by perceiving and comprehending increasingly complex written and/or illustrated:

descriptions	sequence	opinions
explanations	hypotheses	judgments
summaries	plans	
procedures	predictions	
classifications	feelings	
comparisons	preferences	

ELEMENTARY LANGUAGE ARTS CONTENT & SKILLS GRADE FIVE

SPEAKING

GRADE FIVE PUPILS SHOULD:

ELEMENTS COMMON TO THE LANGUAGE ARTS:

- apply speaking skills learned in Grade One through Grade Four
- demonstrate desire to speak effectively
- demonstrate growth in thought processes by expressing orally increasingly complex:

description	sequence	opinions
explanation	hypotheses	judgments
summaries	plans	
procedures	predictions	
classifications	feelings	
comparisons	preferences	

WRITING

GRADE FIVE PUPILS SHOULD:

- apply writing skills learned in Grade One through Grade Four
- demonstrate desire to write effectively
- demonstrate growth in thought processes by expressing in writing increasingly complex:

descriptions	comparisons	feelings
explanations	sequence	opinions
simple summaries	hypotheses	judgments
procedure	plans	
classifications	preferences	

ELEMENTS COMMON TO RECEPTIVE LANGUAGE:

- demonstrate listening and viewing awareness:
 - attending to task
 - practicing behavior basic to effective listening/viewing
- understanding role of audience
- understanding relationship between listener/speaker
- interpreting facial expressions, gestures, body movement
- recall speaker's use of effective words, phrases, figurative language
- appreciate purposes for listening/viewing:
 - listening/viewing for a variety of purposes
 - modifying level of attention to suit purpose
 - seeking situations to gain information or pleasure through listening/viewing
- demonstrate increasing appreciation of rhythm in language
- demonstrate increasing awareness of the contribution to meaning and total effect of design, special effects and craftsmanship in screen, picture, drama, and personal presentations
- continue to show a greater understanding of a widening listening vocabulary
- continue to use contextual analysis:
 - syntactic cues (affixes, roots)
 - semantic cues (word order, signal words such as *however, moreover*)
- understand, extend and evaluate ideas received auditorially/visually from increasingly complex material in order to:
 - gain information and meaning, note details, main idea, sequence
 - identify and respond to different types and/or forms of literature (e.g. myths, science fiction) and elements of writer's craft (e.g. mood, theme)
 - identify and infer relationships (e.g. time, distance, cause and effect, size)
 - draw conclusions, predict
 - form sensory impressions, judgments
 - identify and evaluate ideas as factual, fictional, opinionated, absurd, plausible, exaggerated, humorous, realistic, fanciful
 - identify and analyze point of view
 - make generalizations

- read silently for greater periods of time
- view for extended periods of time
- understand the role of the writer, reader/listener:
 - demonstrate understanding of author's style and structure (e.g. by oral reading, role playing, mime)
 - select materials appropriate to audience
 - adjust rate of reading to specific purposes and materials (both orally and silently)
 - read increasingly complex materials with fluency (both orally and silently)
 - show an understanding of a sight vocabulary appropriate to Grade Five
- continue to apply contextual analysis:
 - syntactic cues (roots, affixes)
 - semantic cues (word order, signal words such as *however, furthermore*)
- read increasingly complex material with understanding in order to:
 - gain literal and inferential comprehension of main idea, detail, sequence
 - identify and infer relationships (e.g. time, distance, cause and effect, size)
 - draw conclusions, predict outcomes, analyze
 - determine author's purpose
 - identify and analyze point of view
 - make generalizations
- read increasingly complex material critically to evaluate or judge ideas:
 - discriminating fact from opinion, fiction from non-fiction
 - detecting absurdities, humour
 - determining feelings and attitudes
- identify and respond to different types and forms of literature (e.g. myths, science-fiction) and elements of writer's craft (e.g. mood, theme)
- demonstrate the following skills:
 - alphabetizing
 - locating book parts (index, simple footnotes, guide words, pronunciation key)
 - bibliography)
 - using typographical aids (e.g. italics, indentation, publications (e.g. charts, tables, graphs, encyclopedia, filmstrips, card catalogue)
- developing knowledge of word origins

ELEMENTS COMMON TO EXPRESSIVE LANGUAGE:

- recognize that appropriate language is important for effective communication
- understand the role of the speaker/listener:
 - project style and structure of more abstract and increasingly complex material
 - prepare audience appropriately for particular types of material (e.g. recounting of a humorous episode, reporting of a science experiment, announcement of information)
- speak fluently and at greater length
- demonstrate continuing growth in oral vocabulary (breadth and depth) by using:
 - increasingly precise vocabulary
 - effective figurative language
- demonstrate continuing growth in oral language by:
 - producing, expanding and combining various types of sentences
 - using words, phrases and clauses to modify nouns and verbs
 - using more precise words and phrases for variety and emphasis
- understanding different forms and functions of parts of speech (e.g. nouns, adjectives, adverbs)
- understanding and applying the concepts of subject and predicate

- recognize that appropriate language is important for effective communication
- understand the role of writer/reader:
 - adapting style and structure to suit content and reader
- write independently and/or co-operatively
- demonstrate continuing growth in written vocabulary (breadth and depth) by using:
 - increasingly precise vocabulary
 - effective figurative language
- demonstrate continuing growth in written language by using more complex language structures through:
 - producing, expanding, and combining various types of sentences
 - using words, phrases and clauses to modify nouns and verbs
 - using more precise words and phrases for variety and emphasis
 - using sentences of varied kinds and lengths for variety and emphasis
 - understanding and applying the different forms and functions of parts of speech (e.g. nouns, adjectives, and adverbs)
 - understanding and applying the concepts of subject and predicate
- organize information from a widening variety of sources (e.g. filmstrips, films, resource people, and videotapes)
- write fluently and at greater length about more abstract and increasingly complex subjects
- write two well-organized paragraphs

ELEMENTS SPECIFIC TO LISTENING/VIEWING:

- listen in widening contexts using the following forms:

autobiography	invitation	poetry
fantasy	reply	plays
myth/legend/fable	introduction	puppetry
science fiction	conversation	films
fairy tale	discussion	filmstrips
tall tale	interview	mime
animal story	club meeting	
biography	diary	
	personal anecdote	
- discriminate similarities and differences of sounds:
 - continuing to distinguish intensity, pitch, quality, duration, sequence of a variety of sounds
 - applying phonetic and structural analysis to words received auditorially
- demonstrate growth in auditory memory:
 - continuing to develop ability to recall details, sequence, directions
 - recalling increasingly complex graphic and non-graphic materials

ELEMENTS SPECIFIC TO READING/VIEWING:

- read a widening variety of materials suitable for Grade Five in the following forms:

autobiography	invitation	poetry
fantasy	reply	plays
myth/legend/fable	friendly letter	puppetry
science fiction	business letter	films
fairy tale	outline	filmstrips
tall tale	report	mime
animal story	diary	
biography	summary	
	interview	
- continue to refine discrimination and memory skills learned in previous grades
- continue to associate visual and auditory information to ensure correct interpretation of more complex material
- recognize instantly words that occur frequently in reading material
- continue to apply phonetic and structural analysis to decode unfamiliar words in isolation and in context
- continue to interpret visual materials

ELEMENTS SPECIFIC TO SPEAKING:

- speak in widening contexts using the following forms:

autobiography	invitation	poetry
fantasy	reply	plays
myth/legend/fable	introduction	puppetry
science fiction	conversation	skits
fairy tale	discussion	
tall tale	interview	
animal story	report	
biography	club meeting	
	personal anecdote	
- continue to demonstrate control of the following verbal and non-verbal communication skills:
 - adjusting volume, pitch and rate to suit purpose
 - using intonation to suit characterization and meaning
 - using appropriate facial expressions, gestures, and posture
- demonstrate accepted social behaviours in oral language situations
- demonstrate knowledge of the differences between formal and informal language by using each in appropriate situations

ELEMENTS SPECIFIC TO WRITING:

- write in widening contexts using the following forms:

autobiography	invitation	poetry
fantasy	reply	plays
myth/legend/fable	thank you note	
science fiction	friendly letter	
tall tale	business letter	
animal story	outline	
biography	report	
	diary	
	summary	
- demonstrate ability to use:
 - rules of capitalization and punctuation
 - standard forms of manuscript and cursive writing
 - accepted forms of spelling
- use and extend basic spelling vocabulary
- apply proofreading skills with increasing competence
- use dictionary to check spelling and meaning
- prepare a simple bibliography acknowledging author, title, and page of book

LANGUAGE ARTS SKILLS SHOULD BE APPLIED, REINFORCED AND EXTENDED BY TEACHERS OF ALL SUBJECT AREAS.

ELEMENTARY LANGUAGE ARTS CONTENT & SKILLS GRADE SIX

LISTENING & VIEWING

GRADE SIX PUPILS SHOULD:

ELEMENTS COMMON TO THE LANGUAGE ARTS:

- apply listening and viewing skills learned in Grade One through Grade Five
- demonstrate desire to listen and view effectively
- demonstrate growth in thought processes by perceiving and comprehending increasingly complex spoken and illustrated:

descriptions	comparisons	summaries
explanations	sequence	feelings
summaries	hypotheses	preferences
procedures	plans	opinions
classifications	predictions	judgments

READING & VIEWING

GRADE SIX PUPILS SHOULD:

- apply reading and viewing skills learned in Grade One through Grade Five
- demonstrate desire to read and view for recreation and information
- demonstrate growth in thought processes by perceiving and comprehending increasingly complex written and/or illustrated:

descriptions	sequence	preferences
explanations	hypotheses	opinions
summaries	plans	judgments
procedures	predictions	
classifications	feelings	

ELEMENTARY LANGUAGE ARTS CONTENT & SKILLS GRADE SIX

SPEAKING

GRADE SIX PUPILS SHOULD:

ELEMENTS COMMON TO THE LANGUAGE ARTS:

- apply speaking skills learned in Grade One through Grade Five
- demonstrate desire to speak effectively
- demonstrate growth in thought processes by expressing orally increasingly complex:

descriptions	comparisons	feelings
explanations	sequence	preferences
summaries	hypotheses	opinions
procedures	plans	judgments
classifications	predictions	

WRITING

GRADE SIX PUPILS SHOULD:

- apply writing skills learned in Grade One through Grade Five
- demonstrate desire to write effectively
- demonstrate growth in thought processes by expressing in writing increasingly complex:

descriptions	comparisons	preferences
explanations	sequence	feelings
summaries	hypotheses	opinions
procedures	plans	judgments
classifications	predictions	

ELEMENTS COMMON TO RECEPTIVE LANGUAGE:

- demonstrate listening/viewing awareness:
 - attending to task
 - practicing behaviors basic to effective listening/viewing
 - understanding relationships between listener/speaker
 - interpreting facial expressions, gestures, body movement
- appreciate purposes for listening/viewing:
 - listening/viewing for a variety of purposes
 - modifying level of attention to suit purpose
 - seeking situations to gain information, ideas or pleasure through listening/viewing
- demonstrate ability to recognize the phrases, pauses, and transitional words punctuate speech and aid the listener
- recall speaker's use of effective words, phrases, figurative language
- demonstrate awareness of the contribution to meaning of diction, special effects, craftsmanship in screen, picture, drama and personal presentations
- continue to show a greater understanding of a widening listening vocabulary
- understand, extend and evaluate ideas received auditorially/visually from increasingly complex material in order to:
 - gain information and meaning, note details, main idea, sequence
 - identify and respond to different types and forms of literature (e.g. myth, legend) and elements of writer's craft (e.g. mood, theme)
 - identify and infer relationship (e.g. time, distance, cause and effect)
 - draw conclusions, predict
 - form sensory impressions, judgments
 - identify and evaluate ideas as factual, fictional, opinionated, absurd, plausible, realistic, fanciful, exaggerated, humorous, logical, relevant, propagandist
- analyze and appreciate points of view
- make generalizations
- continue to use contextual analysis:
 - syntactic cues (affixes, roots)
 - semantic cues (word order, signal words such as *therefore, however*)

- read silently for greater periods of time
- view for extended periods of time
- understand the role of the writer, reader/listener:
 - demonstrate understanding of author's style and structure (e.g. by oral reading, role playing, mime)
 - select materials appropriate to audience
 - adjust rate of reading to specific purposes and materials (both orally and silently)
 - read increasingly complex material with fluency (both orally and silently)
 - show an understanding of a sight vocabulary appropriate to Grade Six
 - continue to apply contextual analysis:
 - syntactic cues (roots, affixes)
 - semantic cues (word order, signal words such as *however, furthermore*)
 - draw conclusions, predict outcomes, analyze
 - determine author's purpose
 - analyze and appreciate point of view
 - make generalizations
 - read increasingly complex material critically to evaluate or judge ideas:
 - discriminating fact from opinion, fiction from non-fiction, relevance from irrelevance
 - detecting absurdities, humor, prejudice, bias
 - determining feelings, attitudes
 - making judgments as to worth, acceptability
 - identify and respond to different types and forms of literature (e.g. myth, legend) and elements of writer's craft (mood, theme)
- continue to demonstrate the following skills:
 - alphabetizing
 - locating book parts (e.g. date of publication, copyright)
 - using typographical aids (italics, indentation, guide words, pronunciation key)
 - locating information in a widening variety of sources (e.g. almanac, charts, special glossaries, card catalogues)
 - synthesizing two or more articles
 - developing knowledge of word origins

ELEMENTS COMMON TO EXPRESSIVE LANGUAGE:

- recognize that appropriate language is important for effective communication
- understand the role of the speaker/listener:
 - projecting style and structure of more abstract and increasingly complex material
 - preparing audience appropriately for particular types of material (e.g. recounting of a humorous episode, reporting of a science experiment, announcement of information)
- speak fluently and at greater length about more abstract and increasingly complex subjects
- demonstrate continuing growth in oral vocabulary (breadth and depth) by using:
 - increasingly precise vocabulary
 - effective figurative language
- demonstrate continuing growth in oral language by:
 - producing, expanding and combining various types of sentences
 - using words, phrases and clauses to modify nouns and verbs
 - using more precise words and phrases for variety and emphasis
 - understanding different forms and functions of parts of speech (e.g. adjective, adverb, prepositions)
 - understanding and applying the concepts of subject and predicate
- recognize that appropriate language is important for effective communication
- understand the role of the writer/reader:
 - adapting style and structure to suit content and reader
 - write *independently* and/or *co-operatively*
 - demonstrate continuing growth in written vocabulary (breadth and depth) by using:
 - increasingly precise vocabulary
 - effective figurative language
 - demonstrate continuing growth in written language by using more complex language structure through:
 - producing, expanding and combining various types of sentences
 - using words, phrases and clauses to modify nouns and verbs
 - using more precise words, phrases and clauses for variety and emphasis
 - using sentences of varied kinds and lengths for variety and emphasis
 - understanding and applying the different forms and functions of parts of speech (e.g. adjective, adverb, prepositions)
 - understanding and applying the concepts of subject and predicate
 - organize information from a widening variety of sources (e.g. films, film strips, resource people, broadcasts, videotapes)
- write fluently and at greater length about more abstract and increasingly complex subjects
- write three-four well-organized paragraphs

ELEMENTS SPECIFIC TO LISTENING:

- listen in widening contexts using the following forms:

autobiography	free verse
fantasy	concrete poem
myth/legend/fable	cinquain
science-fiction	diamant
fairy tale	haiku
tall tale	jingle
animal story	thyming couplet
biography	limerick
historical fiction	quatrain
invitation	plays
reply	puppetry
introduction	pageantry
conversation	cartoons
discussion	films
interview	filmstrips
club meeting	mime
panel discussion	
report	
personal anecdote	
- continue to refine discrimination and memory skills learned in previous grades
- continue to demonstrate growth in auditory memory

ELEMENTS SPECIFIC TO READING:

- read a widening variety of material suitable to Grade Six in the following forms:

autobiography	free verse
fantasy	concrete poem
myth/legend/fable	cinquain
science-fiction	diamant
fairy tale	haiku
tall tale	jingle
animal story	thyming couplet
biography	limerick
historical fiction	quatrain
invitation	plays
reply	puppetry
request	pageantry
outline	cartoons
report	films
diary	filmstrips
journal	mime
summary	
thank you note	
friendly letter	
business letter	
- continue to refine discrimination and memory skills learned in previous grades
- continue to associate visual and auditory information to ensure correct interpretation of more complex material (use of pauses, stress, pitch)
- recognize instantly words that occur frequently in reading material
- continue to apply phonetic and structural analysis to decode unfamiliar words in isolation and in context
- continue to interpret visual materials

ELEMENTS SPECIFIC TO SPEAKING:

- speak in widening contexts using the following forms:

autobiography	invitation	plays
fantasy	reply	poetry
myth/legend/fable	introduction	puppetry
science-fiction	conversation	skits
fairy tale	discussion	
tall tale	interview	
animal story	report	
biography	club meeting	
historical fiction	panel discussion	
	personal anecdote	
- continue to demonstrate control of the following verbal and non-verbal communication skills:
 - adjusting volume, pitch, and rate to suit purpose
 - using intonation to suit characterization and meaning
 - using appropriate facial expressions, gestures and postures
- demonstrate accepted social behaviours in oral language situations
- demonstrate knowledge of the differences between formal and informal language by using each in appropriate situations

ELEMENTS SPECIFIC TO WRITING:

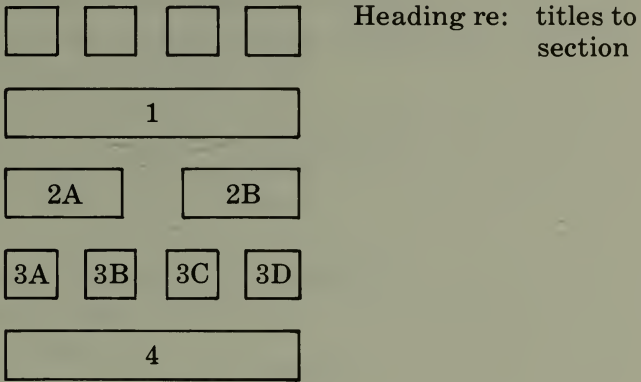
- write in widening contexts using the following forms:

autobiography	invitation	poetry
fantasy	reply	plays
myth/legend/fable	thank you note	
science-fiction	request	
fairy tale	friendly letter	
tall tale	business letter	
animal story	outline	
biography	report	
historical fiction	diary	
	journal	
	summary	
- demonstrate ability to use:
 - rules of capitalization and punctuation
 - standard forms of manuscript and cursive writing
 - accepted forms of spelling
- use and extend basic spelling vocabulary
- apply proofreading skills with increasing competency
- use dictionary to check spelling and meaning
- prepare a bibliography acknowledging author, title, publisher, date of publication and page of book

ELEMENTARY LANGUAGE ARTS CONTENT & SKILLS

The content and skills of listening/viewing, reading/viewing, speaking and writing are presented on charts on the following pages. It is intended that these provide clear guidelines for teachers who will adjust them according to the needs of the pupils.

The charts are blocked as follows:



Block 1: Elements common to the language arts which cut across listening/viewing, reading/viewing, speaking and writing are indicated in Block 1. In this area teachers can plan for integration: a) within the language arts; b) of language arts with subjects such as science and social studies.

Block 2A: Elements common to receptive language (listening/viewing and reading/viewing) are indicated in Block 2A. These are crucial to helping children receive the ideas.

Block 2B: Included within Block 2B are common elements of expressive language (speaking and writing) which are crucial to helping children express their ideas.

Block 3: Elements specific to listening/viewing, reading/viewing, speaking and writing are indicated in Blocks 3A, 3B, 3C, and 3D.

Block 4 is a reminder to teachers that the skills of listening/viewing, reading/viewing, speaking, and writing should be applied in all subject areas.

There are many opportunities for teachers to integrate aspects of oral language (listening and speaking) and written language (reading and writing) that have not been indicated on the chart. For example, listening and speaking skills can be applied in interviewing, story telling or discussion situations; reading and writing both require the understanding of written language structure, spelling, and punctuation.

RECOMMENDED LEARNING RESOURCES

Reading

1. *Language Development Reading*, Grades 1-6.
Thomas Nelson & Sons (Canada), 1970-78.
2. *Language Experience Reading Program*, Grades 1-3.
Gage Educational Publishing, 1970.
(Continuing recommendation.)
3. *Gage Strategies for Language Arts*, Grades 4-6.
Gage Educational Publishing, 1972.
4. *Starting Points in Reading*, Grades 4-6.
Ginn and Company, 1973.
5. *Starting Points in Language Arts*, Grades 1-3.
Ginn and Company, 1977-78.
6. *Expressways*, Grades 1-3.
Gage Educational Publishing, 1977-78.
7. *Sounds of Language*, Grades 1-6.
Holt, Rinehart & Winston, 1970-74.
(Continuing recommendation as a literary reader.)

Language

1. *Starting Points in Language*, Grades 4-6.
Ginn and Company, 1973.
(Designed to go with *Starting Points in Reading*.)
2. *Nelson Language Stimulus Program*, Grades 3-6.
Thomas Nelson & Sons (Canada), 1973.
(Continuing recommendation.)
3. *Language and How to Use It*, Grades 1-2.
Gage Educational Publishing, 1973.
(Continuing recommendation.)
4. *World of Language*, Grades 1-6.
McGraw-Hill Ryerson, 1973.
(Continuing recommendation.)

Spelling

1. *Spelling in Language Arts*, Grades 2-6.
Thomas Nelson & Sons (Canada), 1976.
2. *Spell/Write*, Grades 1-6. Canadian Edition.
Edu-Media, 1978.

MATHEMATICS

The Goals of Elementary School Mathematics

The goals of elementary school mathematics are to develop within the student the competency and willingness to deal with or interpret his environment:

1. by giving the individual the opportunity to discover order, pattern and relations which are the basis of mathematics found in the natural world and,
2. by giving the individual proficiency in skills necessary for daily living.

The general objectives of the elementary school mathematics program are of two related types, those dealing with the learner and those dealing with mathematical content.

- A. 1. The program should foster within the learner:
 - a. a sense of accomplishment and success with mathematics which should lead to positive self-concepts, and,
 - b. a positive attitude towards mathematics.
- B. 1. The program should provide the capacity to cope with the environment through development of process skills:
 - a. Communicating — the receiving of mathematical data and expressing results in such a way that others understand.
 - b. Decision making — being able to define a problem, produce hypotheses about it and plan strategies to test these hypotheses.
 - c. Organizing — the collection of information and sorting it into meaningful units which fit previous organizations and allow for the addition of future elements.
 - d. Creating — starting with an idea and following it through to a product.
2. The program should provide for the development of an understanding of numbers, operations and properties, measurement, geometry, and graphing through:
 - a. Mathematical literacy — receiving, understanding and using terms and symbols,
 - b. Arithmetic skills — the ability to recall basic facts and to compute,
 - c. Application — the ability to apply appropriate method and content to solve problems.

Prescribed References

1. DeVault, M. V., et al, *Mathematics Learning System Text*, Toronto: Science Research Associates, 1975

2. Eichholz, R.E., et al, *Investigating School Mathematics*, Don Mills: Addison Wesley, 1973, 1974
3. Elliott, H.A., *Project Mathematics*, Toronto: Holt, Rinehart and Winston, 1974, 1975

LEVEL A (Grade 1)

Number

1. Matches members of two sets and determines equivalent and non-equivalent sets.
2. Describes relationships such as more, fewer, greater than, less than, equal to. (no symbols)
3. Associates a numeral with equivalent sets (0-9) Cardinality.
4. Demonstrates knowledge of the order property of numbers by ordering sets by relative size, by counting, and by arranging digits in order. (Ordinality)
5. Reads and writes numerals. (0-99)
6. Identifies and renames the number of 10's and the number of 1's in any two-digit number.

Operations and Properties

1. Understands the processes of addition and subtraction.
2. Symbolizes addition and subtraction situations.
3. Demonstrates mastery of the basic facts involving sums and minuends through 9.

Measurement

1. Tells time to the hour.
2. Recites the days of the week in order.
3. Compares two or more objects as shorter than, longer than, thinner than, thicker than, heavier than, lighter than, etc.
4. Estimates and measures using non-standard units of capacity, mass and linear measures.
5. Identifies instruments for measuring time, mass, length, capacity and temperature.
6. Recognizes pennies, nickles, dimes and quarters, and the value of each.

Geometry

1. Classifies, by manipulation, 3-dimensional objects according to various attributes.
2. Recognizes and names: circle, square, triangle, rectangle.

Graphing

1. Collects data from immediate environment and constructs graphs using pictures or objects.

LEVEL B (Grade 2)

Number

1. Identifies the cardinal number associated with a set of objects.
2. Orders numerals and recognizes "betweenness." (0-100)
3. Reads and writes numerals. (0-999)
4. Names ordinals first to tenth.
5. Identifies the number of 100's, 10's and 1's in a given three-digit numeral.
6. Identifies multiples by counting by 5's, 10's and 100's.
7. Identifies and represents fractions (halves and quarters) in a concrete setting.

Operations and Properties

1. Symbolizes addition and subtraction situations in both the horizontal and vertical form.
2. Understands the basis of the commutative property for addition.
3. Understands the processes of multiplication and division.
4. Demonstrates mastery of basic facts involving sums and minuends to 18.
5. Solves picture and word problems. Estimates answers.
6. Adds and subtracts to 99 with no regrouping.

Measurement

1. Tells time to the hour, half hour, and quarter hour.
2. Writes the hour, half hour and quarter hour using standard notation.
3. Reads dates on the calendar.
4. Recites months of the year in order.
5. Estimates and uses standard units of length, capacity, and mass, m, cm, L, kg.
6. Identifies proper measuring instruments for a given task.
7. Reads the Celsius thermometer to ten degree intervals.
8. Counts collections of coins up to 25¢.
9. Gives equivalent value of coins to 25¢.
10. Makes purchases up to 25¢.

Geometry

1. Classifies 3-dimensional objects in relation to corners, edges and faces.
2. Classifies 2-dimensional figures in relation to boundaries, corners and faces.

3. Develops geometrical patterns using 3-dimensional objects and 2-dimensional figures.

Graphing

1. Constructs simple bar and pictographs using data collected from immediate environment.
2. Locates position of an object on a 10 x 10 grid.

LEVEL C (Grade 3)

Number

1. Orders and determines "betweenness" of whole numbers (0-1 000) and understands symbols $>$, $<$ and $=$ to show relationships.
2. Identifies multiples by counting by 2's, 5's, 10's, 25's, 100's (0-1 000).
3. Reads and writes numerals (0-9 999).
4. Identifies the number of 1 000's, 100's, 10's, 1's and tenths.
5. Rewrites numbers in expanded notation (0-1 000) and vice versa.
6. Reads and writes decimals to tenths.
7. Identifies, writes and compares fractions from physical representation (halves, quarters, tenths, and fifths).

Operations and Properties

1. Identifies additive, subtractive, multiplicative and divisive situations.
2. Adds and subtracts two or three-digit numbers with and without regrouping.
3. Symbolizes multiplication and division situations.
4. Identifies related sentences for addition, subtraction, multiplication and division.
5. Understands the basis of the commutative property of addition and multiplication.
6. Understands the unique effect of 0 and 1 in addition and multiplication respectively.
7. Demonstrates mastery of basic facts involving sums, minuends, products and dividends to 18.
8. Multiplies whole numbers by 10 and 100.
9. Solves word problems. Estimates answers.

Measurement

1. Tells and writes the time to the nearest hour, half hour, quarter hour and five minute intervals.
2. Knows the months of the year in order.

3. Uses noon, midnight, a.m. and p.m.
4. Counts collections of coins up to \$1.00.
5. Makes purchases and change up to \$1.00.
6. Reads Celsius thermometer to one degree intervals.
7. Extends estimation and measurement to include the use of the standard units km, dm.
8. Uses standard instruments, (metre stick, litre container, mass scales, calendar, Celsius thermometer).
9. Expresses linear measurement to the nearest tenth.

Geometry

1. Classifies and identifies 2-dimensional figures and 3-dimensional objects.
2. Constructs 2-dimensional figures using straws, pipecleaners, wires, geoboard, etc.
3. Constructs 3-dimensional objects with plasticine or modeling clay.
4. Recognizes corresponding parts in polygons.

Graphing

1. Identifies the axes.
2. Collects data and constructs simple bar, line and pictographs.
3. Locates position of an object on a grid.
4. Plots points on a grid when given the two co-ordinates.

LEVEL D (Grade 4)

Number

1. Identifies and uses place value of digits (0.01 - 99 000).
2. Regroups 5-digit whole numbers and rewrites in expanded notation.
3. Rounds whole numbers (limit: 3-digit accuracy).
4. Identifies, reads and writes a fraction to represent a point on a number line or a region with emphasis on halves, quarters, fifths and tenths.
5. Identifies equivalence. Generates equivalent fractions for halves, quarters, fifths, tenths and hundredths.
6. Interprets simple ratio situations.
7. Reads and writes decimals to hundredths.
8. Regroups tenths and hundredths.
9. Expresses and generates proportional ratios.

Operations and Properties

1. Adds and subtracts numbers using standard or expanded notation.
2. Writes related sentences for addition, subtraction, multiplication and division.
3. Estimates products and quotients.
4. Multiplies whole numbers by one and two-digit whole numbers.
5. Divides one and two-digit whole numbers by a one-digit divisor (with and without remainders).
6. Demonstrates mastery of basic facts for sums and minuends to 18 and products and dividends through 81.
7. Solves word problems. Estimates answers.
8. Mentally multiplies whole numbers by 10, 100, and 1 000.
9. Adds and subtracts decimals to hundredths.
10. Understands the basis of associative property of addition and multiplication.

Measurement

1. Extends estimation and measurement to include the use of the standard units, mm, ml, and g.
2. Reads and writes time to minutes.
3. Expresses equivalent measures within units of capacity, mass, length and time. (e.g. 1 dm = 10 cm).
4. Finds perimeters of regular polygons without using formulae.
5. Reads Celsius thermometer (familiarity with freezing and boiling points of water, body and environmental temperatures).
6. Finds area of rectangles without using formulae.
7. Uses appropriate standardized measuring units.
8. Uses money (coins and bills) for purchasing and making change.
9. Expresses linear measure to nearest hundredth.

Geometry

1. Recognizes congruency of polygons.
2. Identifies axis of symmetry in symmetric objects and figures.
3. Identifies translations (slides), reflections (flips), and rotations (turns).

Graphing

1. Recognizes and reads bar, line, circle and pictographs.
2. Constructs line, bar and pictographs.
3. Writes co-ordinates as ordered pairs.
4. Generates ordered pairs from a given relationship.

LEVEL E (Grade 5)

Number

1. Expresses tenths, hundredths, and thousandths as fractions or decimals.
2. Rounds whole numbers. (limit: 5-digit accuracy).
3. Identifies and uses place value of digits. (0.001 - 999 999).
4. Expresses and generates proportional ratios.
5. Solves for the missing numeral in proportional ratios without using cross-products.
6. Rounds to tenths and hundredths.

Operations and Properties

1. Adds and subtracts whole numbers.
2. Multiplies whole numbers using one, two, and three-digit multipliers.
3. Divides whole numbers using one and two-digit divisors (with and without remainders).
4. Estimates products and quotients.
5. Demonstrates mastery of basic facts.
6. Solves word problems. Estimates answers.
7. Adds, subtracts and multiplies decimals to thousandths.

Measurement

1. Extends use of standard units to include tonnes.
2. Reads and writes time to seconds.
3. Reads the 24 hour clock.
4. Draws 2-D figures to scale using grid paper.
5. Finds area of regular polygons without using formulae.
6. Finds volume of rectangular solids without using formulae.
7. Uses appropriate standardized measuring units.
8. Understands the system of metric prefixes, including use of symbols:
kilo, hecto, deca, Basic Unit, deci, centi, milli
9. Expresses equivalent measures within units of length, mass and capacity.
e.g. $1\text{ m} + 4\text{ dm} + 2\text{ cm} =$
 $1.42\text{ m}, 14.2\text{ dm}, \text{ or } 142\text{ cm}$
10. Finds perimeter of polygons without using formulae.

Geometry

1. Tests congruency of polygons using motion geometry (slides, flips and turns).

2. Names corresponding sides and angles of congruent polygons.
3. Distinguishes 2-dimensional figures as similar or congruent.
4. Identifies radius, diameter and circumference.

Graphing

1. Interprets and solves problems using data collected from line, bar and pictographs.
2. Constructs line, bar and pictographs.
3. Reads and writes co-ordinates from a graph.
4. Generates ordered pairs from a given relationship.
5. Graphs ordered pairs from given relationships.

LEVEL F (Grade 6)

Number

1. Expresses halves, quarters and fifths as fractions or decimals.
2. Rounds numerals to required accuracy including thousandths.
3. Writes decimal numerals using expanded notation.
4. Identifies place value to billions (0.0001 - 1 000 000 000)
5. Identifies and orders integers.
6. Identifies applications of proportional ratios.
7. Uses decimal fractions to express and solve for percent.

Operations and Properties

1. Adds and subtracts whole numbers.
2. Multiplies using one, two, and three-digit multipliers.
3. Divides using one, two and three-digit divisors (with or without remainders).
4. Checks multiplication by division and division by multiplication.
5. Mentally computes simple addition, subtraction, multiplication and division problems.
6. Multiplies and divides decimals.
7. Demonstrates mastery of basic facts.
8. Solves word problems. Estimates answers.

Measurement

1. Finds perimeter of polygons with and without formulae.
2. Finds area of triangles and quadrilaterals using formulae.
3. Finds volume of rectangular solids using formulae.

4. Reads distances according to a scale.
5. Draws diagrams according to a scale.
6. Knows interrelationships among units of length, capacity, and mass.
7. Reads the 24 hour clock and writes corresponding time notation.

Geometry

1. Identifies and names lines, line segments, rays, intersecting lines, parallel lines, perpendicular lines.
2. Translates, rotates, reflects, and enlarges 2-dimensional figures.
3. Constructs 3-dimensional objects.

Graphing

1. Locates points in all four quadrants.
2. Generates ordered pairs from a given relationship involving integers.

SCIENCE

This program is under revision. Target date for implementing revision is Fall, 1980.

The elementary school science program has two fundamental but inseparable aims. By emphasizing the development and use of inquiry skills as tools of investigation, the program is designed to enable the student to better understand and appreciate the true nature of science. To have the student develop basic science concepts is a second aim. A number of concepts, that is abstract ideas generalized from particular experiences, are to be developed under each of the six major conceptual schemes which provide a framework and structure for the program at each grade level.

The Six Major Conceptual Schemes are:

1. When energy changes from one form to another, the total amount of energy remains unchanged.
2. When matter changes from one form to another, the total amount of matter remains unchanged.
3. Living things are interdependent with one another and with their environment.
4. A living thing is the product of its heredity and environment.
5. Living things are in constant change.
6. The universe, and its component bodies, is constantly changing.

Objectives

1. Skills

As a result of science instruction, the elementary school pupil should:

- a. develop the ability to inquire, i.e., ability to think and investigate science through the use of process skills (behaviors) such as observing, classifying, communicating, inferring ...
- b. demonstrate manipulative skills in the use of apparatus in order to conduct investigations.

2. Attitudes

Much of the spirit and meaning of science is transmitted to students from the teacher. The teacher must create conditions of learning that will enable the student to:

- a. demonstrate a growing curiosity and interest
- b. demonstrate intellectual honesty
- c. be open-minded
- d. look for cause-effect relationships
- e. suspend judgment when data is inadequate

3. Concepts

As the student proceeds through the elementary school science program, he should develop an increasing body of scientific information in the form of concepts.

Recommended References

Concepts in Science Series (Longman Canada)

Science for Tomorrow's World Series (Collier-MacMillan Canada)

Science, a Modern Approach Series (Holt, Rinehart & Winston of Canada)

SKILLS TO BE DEVELOPED IN SCIENCE

1. Process Skills

A key objective of the elementary school science program is to make the student an increasingly active and dynamic investigator of science—using the processes of the scientist. Through systematic development of these processes, the student becomes increasingly more equipped for more complex science learnings. The new elementary school science program considers the following processes to be an essential part of the students' learnings.

- a) observing — using the senses
- b) classifying — grouping related objects or ideas
- c) quantifying — using number and measure
- d) communicating — using such means as discussion, tabulation, graphing
- e) inferring — using indirect observation
- f) predicting
- g) formulating hypotheses — If (this is done), then (this will happen)
- h) defining terms
- i) controlling variables
- j) interpreting data and results
- k) formulating models — verbal, pictorial and concrete
- l) experimenting — planning and designing an investigation

2. Motor Skills

In order to develop manipulative skills, pupils in elementary school science must have frequent opportunities for first-hand investigative experiences that involve the handling of materials and equipment.

CONCEPTUAL ORGANIZATION OF CONTENT GRADE ONE

CONCEPTUAL SCHEME A

WHEN ENERGY CHANGES FROM ONE FORM TO ANOTHER, THE TOTAL AMOUNT OF ENERGY REMAINS UNCHANGED.

Concepts

1. Energy (a force) must be used to set an object in motion or to alter its motion.
2. Energy is used to do work.
3. Work is force acting through a distance.
4. Force is used to counteract force.

CONCEPTUAL SCHEME B

WHEN MATTER CHANGES FROM ONE FORM TO ANOTHER, THE TOTAL AMOUNT OF MATTER REMAINS UNCHANGED.

Concepts

1. Matter exists in various forms and states — solids, liquids and gases.

2. Heat may cause a change in the state of matter.
3. Evaporation and condensation are changes in the state of matter.

CONCEPTUAL SCHEME C

LIVING THINGS ARE INTERDEPENDENT WITH ONE ANOTHER AND WITH THEIR ENVIRONMENT.

Concepts

1. There is an interchange of matter and energy between living things and their environment.
2. Organisms (living things) reproduce their own kind.
3. There is an interchange of matter and energy between living things and their environment. Adequate amounts of both are required for optimum growth.

CONCEPTUAL SCHEME D

A LIVING THING IS THE PRODUCT OF ITS HEREDITY AND ENVIRONMENT.

Concepts

1. Organisms (living things) reproduce their own kind.
2. There is an interchange of matter and energy between living things and their environment. Adequate amounts of both are required for optimum growth. Size and structure are determined by heredity and environment.

CONCEPTUAL SCHEME E

LIVING THINGS ARE IN CONSTANT CHANGE.

Concept

1. Animals of the past were different from the animals of the present.

CONCEPTUAL SCHEME F

THE UNIVERSE, AND ITS COMPONENT BODIES, ARE CONSTANTLY CHANGING.

Concept

1. The sun is the source of our light energy.

GRADE TWO

CONCEPTUAL SCHEME A

WHEN ENERGY CHANGES FROM ONE FORM TO ANOTHER, THE TOTAL AMOUNT OF ENERGY REMAINS UNCHANGED.

Concepts

1. The sun is our prime source of energy.
2. Chemical energy can be changed to light energy and heat energy.
3. Energy can be transferred from one place to another.
4. Energy can be transferred through the molecules of solids, liquids and gases.

5. Sound is a transfer of energy through the molecules of solids, liquids, or gases.
6. Sounds vary in pitch; they may be high or low.
7. Sound travels through solids, liquids, or gases.
8. Sound results from the vibrations of molecules in solids, liquids, or gases.
9. Sound waves travel through molecules of solids, liquids, or gases.
10. Sound is a transfer of energy in a wave pattern through molecules of solids, liquids, and gases.
11. Light is a form of energy.
12. Matter on the sun is converted to energy, including light energy.
13. Light is a form of energy transferred as a wave.
14. Sight is a physiological response to the stimulus of light energy.

CONCEPTUAL SCHEME B

WHEN MATTER UNDERGOES CHEMICAL CHANGE, THE TOTAL AMOUNT OF MATTER REMAINS UNCHANGED.

Concepts

1. A molecule is the smallest part of a substance which retains the chemical properties of that substance.
2. Heat energy causes water to expand.
3. Heat energy causes air to expand.
4. Heat energy causes matter to expand.

CONCEPTUAL SCHEME C

LIVING THINGS ARE INTERDEPENDENT WITH ONE ANOTHER AND WITH THEIR ENVIRONMENT.

Concept

1. Living things depend for their energy on a flow of materials from the environment.

CONCEPTUAL SCHEME D

LIVING THINGS ARE PRODUCTS OF THEIR HEREDITY AND ENVIRONMENT.

Concepts

1. An organism is a product of its heredity.
2. The life and growth of a plant is affected by its environment.
3. An organism is a product of its heredity and environment.
4. There is an interchange of material and energy between organisms and their environment.

CONCEPTUAL SCHEME E

LIVING THINGS ARE IN CONSTANT CHANGE.

Concept

1. Plants and animals have changed over the years.

CONCEPTUAL SCHEME F

THE UNIVERSE, AND ITS COMPONENT BODIES, ARE CONSTANTLY CHANGING.

Concepts

1. Bodies in space are in constant motion.
2. The sun is the chief source of the earth's light.
3. Matter on the sun (and other stars) is converted energy, including light energy.
4. The universe is constantly changing; its bodies are in constant motion.

GRADE THREE

CONCEPTUAL SCHEME A

WHEN ENERGY CHANGES FROM ONE FORM TO ANOTHER, THE TOTAL AMOUNT OF ENERGY REMAINS UNCHANGED.

Concepts

1. The sun is the earth's chief source of energy.
2. Energy can change from one form to another.

CONCEPTUAL SCHEME B

WHEN MATTER CHANGES FROM ONE FORM TO ANOTHER, THE TOTAL AMOUNT OF MATTER REMAINS UNCHANGED.

Concept

1. Matter consists of atoms and molecules.

CONCEPTUAL SCHEME C

LIVING THINGS ARE INTERDEPENDENT WITH ONE ANOTHER AND WITH THEIR ENVIRONMENT.

Concept

1. There are characteristic environments, each with their characteristic life.

CONCEPTUAL SCHEME D

A LIVING THING IS THE PRODUCT OF ITS HEREDITY AND ITS ENVIRONMENT.

Concept

1. Living things are related through possession of common structure.

CONCEPTUAL SCHEME E

LIVING THINGS ARE IN CONSTANT CHANGE.

Concept

1. Living things grow and develop in different environments.

CONCEPTUAL SCHEME F

THE UNIVERSE IS IN CONSTANT CHANGE.

Concept

1. There are seasonal and annual changes within the solar system.

GRADE FOUR

CONCEPTUAL SCHEME A

WHEN ENERGY CHANGES FROM ONE FORM TO ANOTHER, THE TOTAL AMOUNT OF ENERGY REMAINS UNCHANGED

Concept

1. A loss or gain of energy affects molecular motion.

CONCEPTUAL SCHEME B

WHEN MATTER CHANGES FROM ONE FORM TO ANOTHER, THE TOTAL AMOUNT OF MATTER REMAINS UNCHANGED.

Concept

1. In chemical change, atoms react to produce a change in the molecules.

CONCEPTUAL SCHEME C

LIVING THINGS ARE INTERDEPENDENT WITH ONE ANOTHER AND WITH THEIR ENVIRONMENT.

Concept

1. Living things capture matter from the environment and return it to the environment.

CONCEPTUAL SCHEME D

A LIVING THING IS THE PRODUCT OF ITS HEREDITY AND ENVIRONMENT.

Concept

1. A living thing reproduces itself and develops in a given environment.
2. A living thing is the product of its heredity and environment.

CONCEPTUAL SCHEME E

LIVING THINGS ARE IN CONSTANT CHANGE.

Concept

1. The environment is in constant change.

CONCEPTUAL SCHEME F

THE UNIVERSE IS IN CONSTANT CHANGE.

Concept

1. The motion and path of celestial bodies are predictable.

GRADE FIVE

CONCEPTUAL SCHEME A

WHEN ENERGY CHANGES FROM ONE FORM TO ANOTHER, THE TOTAL AMOUNT OF ENERGY REMAINS UNCHANGED.

Concept

1. Energy must be applied to produce an unbalanced force, resulting in motion or change of motion.

CONCEPTUAL SCHEME B

WHEN MATTER CHANGES FROM ONE FORM TO ANOTHER, THE TOTAL AMOUNT OF MATTER REMAINS UNCHANGED.

Concept

1. In chemical and physical change, the total amount of matter remains unchanged.

CONCEPTUAL SCHEME C

LIVING THINGS ARE INTERDEPENDENT WITH ONE ANOTHER AND WITH THEIR ENVIRONMENT.

Concept

1. The capture of radiant energy by green plants is basic to the growth and maintenance of all living things.

CONCEPTUAL SCHEME D

A LIVING THING IS THE PRODUCT OF ITS HEREDITY AND ENVIRONMENT.

Concept

1. The cell is the unit of structure and function; a living thing develops from a single cell.

CONCEPTUAL SCHEME E

LIVING THINGS ARE IN CONSTANT CHANGE.

Concept

1. Living things have changed over the ages.

CONCEPTUAL SCHEME F

THE UNIVERSE IS IN CONSTANT CHANGE.

Concept

1. Bodies in space, as well as their matter and energy, are in constant change.

GRADE SIX

CONCEPTUAL SCHEME A

WHEN ENERGY CHANGES FROM ONE FORM TO ANOTHER, THE TOTAL AMOUNT OF ENERGY REMAINS UNCHANGED

Concept

1. The amount of energy obtained from a machine does not exceed the energy put into it.

CONCEPTUAL SCHEME B

WHEN MATTER CHANGES FROM ONE FORM TO ANOTHER, THE TOTAL AMOUNT OF MATTER REMAINS UNCHANGED.

Concept

1. In nuclear reactions, a loss of matter is a gain in energy; and the sum of the matter and energy remains unchanged.

CONCEPTUAL SCHEME C

LIVING THINGS ARE INTERDEPENDENT WITH ONE ANOTHER AND WITH THEIR ENVIRONMENT.

Concept

1. Living things are adapted by structure and function to their environment.

CONCEPTUAL SCHEMES D & E

A LIVING THING IS THE PRODUCT OF ITS HEREDITY AND ITS ENVIRONMENT.

LIVING THINGS ARE IN CONSTANT CHANGE.

Concepts

1. The characteristics of a living thing are laid down in a genetic code.
2. Changes in the genetic code produce changes in living things.

CONCEPTUAL SCHEME F

THE UNIVERSE IS IN CONSTANT CHANGE.

Concept

1. Nuclear reactions produce the radiant energy of stars, and variations in this result in consequent change.

1971 ALBERTA SOCIAL STUDIES CURRICULUM

Rationale

Alberta's social studies curriculum (Grades I-XII) is premised on the assumption that schools must help students in their quest for a clear, consistent, and defensible system of values. Two inter-related implications of this assumption for social studies instruction stand out: firstly, students must be enabled to explore and assess the nature of values that influence their personal and social lives; secondly, students must be assisted to develop the ability to make decisions pertinent to both their individual beings and their roles as active participants in their physical and social environments.

Values to live by

In keeping with the basic tenets of democracy (and with optimism about the nature of man and the efficacy of democratic ideals), the social studies program invites open inquiry into the definition and application of individual and social values. Such inquiry will offer students **experience in living as preparation for living**. It cannot be assumed that the ability to make decisions of either a personal or social nature is a skill that children are either born with or acquire incidentally. Rather, it is a skill that is developed as children acquire appropriate knowledge and analyze and clarify values, attitudes and feelings that are contingent upon situations and issues. Stated differently, it might be said that knowledge is an essential component of the decision-making process but is not in and of itself sufficient. Values, attitudes, and feelings frequently determine what knowledge we will accept, and consequently, the nature of decisions that we make. It is necessary, therefore, for students to gain experience in identifying, clarifying, and assessing values, and establishing how they relate to the knowledge derived. In this way, children will come to know their own ideas and feelings as well as those of their peers and the adult generation; they will deal not only with "what is" but also with "what ought to be" and will acquire those skills they will need as intelligent shapers of their world.

ATTENDING TO AFFECTIVE AND COGNITIVE OBJECTIVES

A. The Valuing Process

*Priority on
Valuing*

Consistent with the above rationale, the objectives of the 'social studies program'¹ place high priority on the valuing process. The valuing process involves three basic skills.² Students in the Alberta social studies should demonstrate that they are:

Choosing—

1. Identifying all known alternatives.
2. Considering all known consequences of each alternative.
3. Choosing freely from among alternatives.

*Acting upon
values*

Prizing—

4. Being happy with the choice.
5. Affirming the choice, willingly and in public if necessary.

Acting—

6. Acting upon the choice.
7. Repeating the action consistently in some pattern of life.

*Affective and
Cognitive
aspects of
valuing*

As students engage in the valuing process, the experience will involve both emotional reactions and intellectual understandings. It is essential to distinguish these affective and cognitive capacities and to direct educational effort along both dimensions.³

B. Affective Objectives

Affective objectives emphasize a feeling tone, an emotion, or a degree of acceptance or rejection. To choose, prize and act consistently and effectively, students should demonstrate that they are:

¹ Please note that the objectives which follow are expressed in behavioral terms. They indicate the processes in which students should engage and, in a general way, identify the substantive content to which students' behavior should relate. In other words, the objectives include both processes and content.

² Rath, Louis, et al., *Values and Teaching* (Columbus, Ohio: Charles E. Merrill & Co., 1966).

³ Scriven, Michael, "Student Values as Educational Objectives" (West Lafayette, Ind.: Social Science Education Consortium, 1966) p. 18.

*Internalizing
a value
complex*

- Aware of values, willing to take notice of values, and giving controlled or selected attention to values
- Responding to values with openness, willingness and satisfaction
- Accepting values, preferring values and committing themselves to values
- Conceptualizing their own values and organizing a value system
- Becoming characterized by a value or value complex.⁴

The values referred to above should, at the awareness and response levels, include a wide range of individual and social values. Students eventually should accept, prefer, and commit themselves to certain of these values, while rejecting others. Finally, they should conceptualize their own values, organize a value system, and through their actions, become characterized by a particular value or value complex.

*Value issues
as content*

A powerful means of attaining these affective objectives is to have students confront real problems that involve conflicting values. Such problems may be referred to as value issues. Focusing upon value issues can enable students to clarify their own values and to recognize the value positions of others. Peer relationships, family matters, work, politics, religion, money, recreation, morality, culture, and other problem areas are fertile sources of value issues. The most potent of value issues will require students to examine their own behavior relative to:

1. The dignity of man
2. Freedom
3. Equality
4. Justice
5. Empathy
6. Loyalty
7. Other values

⁴ Krathwohl, David, et al., *Taxonomy of Educational Objectives: Affective Domain* (New York: David McKay Co., Inc., 1964).

C. Cognitive Objectives

Cognitive objectives involve the solving of some intellectual task. The choosing, prizing and acting phases of the valuing process require that each student develop cognitive skills that will enable him to work with others in the solving of social problems. The cognitive skills which are exercised in problem solving are varied and complex. These skills may be summarized as follows.⁵ Students should be able to:

*Cognitive
skills
summarized*

- Recall and recognize data which are pertinent to social problems
- Comprehend pertinent data (This skill includes the ability to translate, interpret and extrapolate from data.)
- Analyze pertinent data in order to identify elements, relationships and organizational principles
- Evaluate pertinent data in terms of internal and external criteria
- Synthesize pertinent data in order to create an original communication or propose a plan of action
- Apply pertinent data in the solving of social problems.

The “data” referred to in the above objectives might be drawn from everything man knows, believes, and can do—both formally structured knowledge from the disciplines and informally structured knowledge from ordinary experience.⁶ Such data include:

*Categories of
knowledge
content*

- Knowledge of specific terminology and facts
- Knowledge of ways and means of dealing with social problems
- Knowledge of concepts, generalizations, theories and structures.⁷

⁵ Bloom, Benjamin, et. al., *Taxonomy of Educational Objectives: Cognitive Domain* (New York: David McKay Co., Inc., 1956) and Sanders, Norris M., *Classroom Questions: What Kinds?* (New York: Harper and Row, 1967). Note that skills have been listed in an order more closely resembling the problem solving process. Bloom's *Taxonomy* lists skills according to difficulty; the order being recall, and recognition, comprehension, application, analysis, synthesis, and evaluation.

⁶ Johnson, Mauritz, *The Translation of Curriculum into Instruction* (Ithaca, N.Y.: Cornell University, 1968), p. 2.

⁷ Bloom, *op. cit.*, p. 62 ff.

Knowledge of specific terminology and facts should serve as a basis for dealing with social problems and understanding concepts, generalizations, theories and structures.

Knowledge of ways and means of dealing with social problems should include the ability to:

*Problem
solving
method*

1. Identify and clarify the problem
2. Formulate hypotheses
3. Collect data
4. Classify data
5. Analyze data and evaluate the desirability and feasibility of taking action on the problem
6. Propose a course of action and examine the desirability and feasibility of taking action on the problem.⁸

Knowledge of ways and means of dealing with social problems should also include the ability to:

*Social
skills*

1. Interpret the feelings and ideas of others
2. Respond to the feelings and ideas of others in a manner appropriate to the occasion
3. Express one's own feelings and ideas to others
4. Cooperate with others, though not to the extent of compromising basic values.

Knowledge of concepts, generalizations, theories and structures should result from students synthesizing the specific data gathered or produced while confronting value. These concepts should be used by students in developing generalizations and theories which seek to explain people's values.

*Inter-
disciplinary
base of
social studies
concepts*

INTERACTION is a key concept in the understanding of social problems. History, geography and the social sciences describe in part man's interaction with his social and physical environment.

1. **ENVIRONMENT** is, itself, an important concept which can be defined in terms of **Time, Space Culture and Systems**.
2. Man's interaction with his environment produces **CAUSAL RELATIONSHIPS**. In order to understand causality, one needs to recognize that behavior is affected by **Goals, Norms, Technology, and Power**.
3. Since all man's interactions involve cause and effect relationships, he lives in a state of **INTERDEPENDENCE**. Interdependence may take the form of **Cooperation and/or Conflict** and may produce **Stability and/or Change**.

⁸ Simon, Frank. *A Reconstructive Approach to Problem-Solving in the Social Studies* (Calgary: The University of Calgary, 1970). The Simon model differs from most methods of problem solving in that it leads to action on the problem.

These and other concepts should be studied in more than one grade level on the understanding that lower grades will attend to the concept in a specific, concrete and simple manner. Succeeding grades will treat each concept in greater generality, abstractness, and complexity. ⁹

Planning For The Attainment of Multiple Objectives

The preceding statements of objectives offer only a general indication of the processes and content of learning opportunities in the social studies. **More detailed planning of learning opportunities is the responsibility of each teacher and class.** All learning opportunities must be consistent with the objectives outlined above, whether the learning opportunity arises from the structured scope and sequence or in connection with a problem of current interest.

A. STRUCTURED SCOPE AND SEQUENCE

*Two-thirds
time on
structured
scope and
sequence*

Approximately two-thirds of social studies class time will be spent inquiring into themes, value issues and concepts which fall within a scope and sequence specified by the Department of Education. This scope and sequence is very general, thus permitting teachers and students to select learning opportunities according to their own needs and interests. Topics and themes for each grade are indicated below:

Kindergarten—All About Me

Grade I—Families

—Analysis of family living through case studies of, for example, a contemporary family, a family of long ago, an Afro-Asian family, and other families

Grade II—Neighbours

—Analysis of interactions which occur among, for example, the local neighbours, rural and urban neighbours, neighbours in other cultures

Grade III—Comparing People's Communities

—Comparison and contrast of community life in, for example, a modern-day Indian or Eskimo community and a North-American megalopolis; a village in Africa or Asia, and a community in the Pacific, or tropical South America; a Mennonite or Hutterite community and other communities which lend themselves to comparison and contrast

Grade IV—People in Alberta

—Historical, economic, sociological and/or geographic analysis of Alberta's people, including comparison and contrast with other world areas that have similar historical, geographic and/or economic bases, for example, Australia, Argentina, U.S.S.R., Middle East oil producers, Western U.S.A. and other areas

⁹ Taba, Hilda, *Teachers' Handbook for Elementary Social Studies* (Don Mills, Ontario: Addison-Wesley Company, 1967), Chapter 4.

Grade V—People in Canada

- Sample studies to analyze historical and/or contemporary life in Canadian regions, **for example**, people in an Atlantic fishing port, people in a French-Canadian mining town or farm community, people in a St. Lawrence Seaway port, people in an Ontario manufacturing center, people in a Prairie farm or oil town, people in a British Columbia fruit or forestry industry, people in a Western distribution center, people in a coastal city, people in a Northern mining town, and other sample studies

Grade VI—Historical Roots of Man

- Anthropological analysis and social history of early civilizations in, **for example**, The Mediterranean area (e.g., Egypt, Greece, Rome), The Far East (e.g., India, China), The Americas (e.g., Incas, Mayans, Aztecs, North American Indian), and Africa (e.g., Numidians, Nubians, or other tribes).

B. ISSUES OF CURRENT INTEREST

One-third

time

unstructured

Approximately one-third of class time in social studies may be devoted to issues that are of current interest to students and teachers. The Department of Education does not intend to structure the use of this one-third time. Issues may relate to problems of individual students, the school, the community or the world, and may concern the past, the present and/or the future. A given problem may be studied by the whole class, by a group, or by individual students. It is important that a record be kept of the problems studied by each student throughout his or her school career.

1978 ALBERTA SOCIAL STUDIES CURRICULUM

INTERIM EDITION *

SOCIAL STUDIES AS CITIZENSHIP EDUCATION

The 1978 Alberta Social Studies Curriculum is based on the assumption that students can and should acquire characteristics of intellectual independence, sensitivity to their human and natural environments, moral maturity, and effective participation in community affairs. These characteristics, it is believed, will be required for effective community, Canadian and world citizenship in the coming decades.

OBJECTIVES OF THE 1978 ALBERTA SOCIAL STUDIES PROGRAM

To ensure the development of characteristics for effective citizenship, the objectives of the social studies curriculum are organized around three specific areas: Value Objectives, Skill Objectives, and Knowledge Objectives. Prescribed objectives have been selected to take into account students' ages and interests, and to ensure a logical sequence of learning experiences through the elementary and secondary grades.

VALUE OBJECTIVES

Values are basic or fundamental ideas about what is important in life; they are standards of conduct which cause individuals, groups and nations to think and act in certain ways.

The value objectives of the 1978 Alberta Social Studies Curriculum have been designed to assist students in three aspects of growth. At least one specific value objective for each aspect of growth is prescribed for each grade level topic.

- Growth in understanding of distinctive human values.
- Development of appreciations, and of positive attitudes towards self, other people, and the human environment.
- Development of competencies in processes of moral reasoning and value analysis.

KNOWLEDGE OBJECTIVES

Knowledge is one form of power. Only by "knowing" their world can people exercise even partial control of that world. Knowledge is also dynamic. Because the pool of knowledge is always growing and changing, effective citizens must have both the commitment and the skills to modify and extend their knowledge continuously.

The knowledge component of social studies objectives is drawn mainly from history, geography and the social sciences. History, in particular, integrates much of human experience and provides an essential base for the understanding of contemporary social issues.

Knowledge can be categorized, according to its degree of specificity, into facts, concepts and generalizations. In the knowledge component of the 1978 Alberta Social Studies Curriculum, thirteen concepts are designated as the basis for organization. Care has been taken to ensure that development of all thirteen concepts occurs at least once at each division level: primary; upper elementary; junior and senior high school. A minimum of three concepts and a series of related generalizations are prescribed for each curriculum topic.

* Boards may opt to implement all, or part, of the 1978 Alberta Social Studies Curriculum as an alternative to the 1971 curriculum.

Thirteen Organizing Concepts

Human Needs	Inquiry	Environment
Identity	Interaction	Institution
Values	Influence	Power
Perspective	Social Change	Resources
	Adjustment	

SKILL OBJECTIVES

The skill objectives of the 1978 Alberta Social Studies Curriculum include both *inquiry skills* and *participation skills*. *Inquiry skills* encompass eight “areas” of skills which correspond to the stages of a basic model for inquiry. *Participation skills* comprise four “areas” of skills and can be developed at all stages of inquiry. To maximize systematic development through the grades, all skill “areas” are prescribed for treatment in each topic. Teachers are encouraged to extend the range of specific inquiry and participation skills beyond those designated for topics and to modify examples that are provided, to accord with the learning abilities of students and available learning resources.

Inquiry Skills

- A. Identify and Focus on the Issue
- B. Establish Research Questions and Procedures
- C. Gather and Organize Data
- D. Analyze and Evaluate Data
- E. Synthesize Data
- F. Resolve the Issue
- G. Apply the Decision
- H. Evaluate the Decision, the Process, and (where pertinent) the Action

Participation Skills

- A. Communicate Effectively
- B. Interpret Ideas and Feelings of Self and Others
- C. Participate in Group Decision-Making
- D. Contribute to a “Sense of Community”

TIME ALLOCATION

Social studies content and objectives are prescribed for three-quarters of the class time that is allocated to social studies. One quarter of the total class time for any given year is available for inquiry into issues that are selected by teachers and students. The following guidelines should be used to organize the one-quarter time:

- Topics and issues from the structured three-quarter time may be extended.
- Topics should help students develop an awareness of, and concern for, current affairs at the community, national and global levels.

In grades one to ten, three topics per grade are prescribed for inquiry. In grades eleven and twelve, two topics per grade are prescribed. At all grades, the final responsibility for determining the time allocation for prescribed topics rests with school authorities.

CONTENT

The content for grades one to six follows. At least one social issue per curriculum topic is prescribed for study by students at each grade level.

GRADE ONE — FAMILIES Topic A — Me as an Individual

<p>This topic provides opportunities for students to find out about their individual interests and abilities and to explore the ways that they relate to others.</p> <p>1. Me as a person — the physical characteristics and patterns of thinking, feeling, valuing and acting that make each human unique.</p> <p>2. Me as I relate to others — interaction with others, especially the peer group, while playing and learning, in school and out.</p>			<p>GENERAL VALUE ISSUE: <i>HOW SHOULD INDIVIDUALS EXPRESS THEIR UNIQUENESS?</i></p> <p>RELATED SOCIAL ISSUES AND COMPETING VALUES: <i>Friendliness / Personal Well-Being</i> — How should people treat each other? (Should friends be treated differently from strangers?) <i>Personal Gain / Honesty</i> — How should we treat other people's property? <i>Group Acceptance / Independence</i> — Should I try to be like other people?</p>	
VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES		
<p>Students shall develop personal growth in the following value-related areas:</p> <ul style="list-style-type: none"> • An understanding of values revealed by people's behaviour toward one another within groups. • A positive attitude toward uniquely individual personal, emotional and mental qualities. • An ability to identify different ways of expressing individuality and to choose between alternatives. 	<p>Students shall acquire information to develop interpretations of the following concepts and generalizations:</p> <p>Identity</p> <p>Each person has some needs and characteristics that are unique, and others that are common to all people.</p> <p>Each person has some characteristics that are inherited, and some that are learned from other human beings through group interaction.</p> <p>Interaction</p> <p>Interaction with other people can result in both conflict and co-operation. Groups approve of some ways of resolving conflict and disapprove of others.</p> <p>Institutions</p> <p>As members of a family, people are expected to fulfill certain expectations and responsibilities as part of their roles.</p> <p>As members of society, people depend upon a number of institutions to meet their needs. These institutions have rules which are enforced by applying rewards and sanctions.</p> <p>Human Needs</p> <p>People frequently express feelings and emotions, needs, and desires through silent gesture. They may communicate feelings symbolically through painting, music, dance, etc.</p>	<p>Students shall develop proficiency in all skill areas, including the following specific skills:</p> <p>Inquiry Skills and Examples</p> <ol style="list-style-type: none"> Describe an issue such as "Should I try to be like other people?" by discussing with the whole class. Formulate appropriate research questions as a class. Observe and listen for information about human characteristics. Record observations in chart and/or graph form. Compare and contrast points of view regarding conformity with expectations of others. Formulate generalizations about self and others regarding similarities and differences. Predict consequences of expressing feelings and emotions in different ways. Apply a chosen solution in interpersonal relations. Judge the worth of consequences to self and to others. <p>Participation Skills and Examples</p> <ol style="list-style-type: none"> Express ideas orally and pictorially about physical, social and emotional self. Listen to the expressions of ideas and feelings of others about themselves. Identify shared beliefs about physical, emotional and social self. Provide support of group goals by completing an assigned task. 		

GRADE ONE — FAMILIES

Topic B — Me in My Family

<p>This topic provides opportunities for students to inquire into the types of situations that family members encounter, individually and collectively, because of the multiple roles that they occupy and diverse functions they serve. The different but acceptable types of family structures that exist in our society — nuclear, multiple generation, single parent, foster parent and so on — should be considered in planning and teaching this unit.</p>	
<p>GENERAL VALUE ISSUE: <i>HOW SHOULD "INDIVIDUALITY" BE EXPRESSED IN FAMILY SITUATIONS?</i></p> <p>RELATED SOCIAL ISSUES AND COMPETING VALUES: <i>Co-operation / Independence</i> — What kind of responsibilities should I have in my family? (Should I help with chores if no one asks me to?) <i>Postponed Gratification / Immediate Gratification</i> — If I have an allowance, should I spend it, or save it? <i>Equality / Allowing for Differences</i> — Should family members be treated alike?</p>	

VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
<p>Students shall develop personal growth in the following value-related areas:</p> <ul style="list-style-type: none">• An understanding of what is important to people who express themselves in certain ways in family settings.• An appreciation for the efforts made by other family members to fulfill roles and meet responsibilities.• An ability to identify alternative positions on ways of expressing needs and wants within the family, and to make a choice between conflicting values inherent in those alternatives.	<p>Students shall acquire information to develop interpretations of the following concepts and generalizations:</p> <p>Perspective Because of different roles and experiences, various family members may have different feelings about things that happen.</p> <p>Adjustment As individuals grow, they must adjust to changing family circumstances. Learning to adjust to a changing environment includes learning to reason about compromises between a person's rights and the rights of other people with whom one lives.</p> <p>Resources Family members work to obtain the resources that they need and want. Most families do not earn enough to buy all the things they want and need, so choices have to be made.</p>	<p>Students shall develop proficiency in all skill areas including the following specific skills:</p> <p>Inquiry Skills and Examples</p> <ul style="list-style-type: none">A. <i>Paraphrase an issue involving concrete family responsibilities. Formulate appropriate research questions and select techniques for research, as a class: i.e., questionnaire, survey, etc.</i>B. <i>Observe and listen to audio-visual materials to determine responsibilities of family members. Record results and observations of interviews in chart or graph form.</i>C. <i>Categorize data as "real" or "make-believe" as presented in audio-visual or literary descriptions of family situations. Develop concepts (through classification) of "responsibility" and "role" within the family.</i>D. <i>Formulate alternative solutions and predict consequences of various distributions of responsibilities in the family.</i>E. <i>Create a plan of action among family members for sharing family responsibilities.</i>F. <i>Examine the appropriateness of the plan of action to the particular family situation.</i> <p>Participation Skills and Examples</p> <ul style="list-style-type: none">A. <i>Express a point of view about responsibilities of family members.</i>B. <i>Demonstrate understanding for dilemmas others might face in managing family responsibilities.</i>C. <i>Negotiate job distributions within the classroom to accommodate equality and individual differences.</i>D. <i>Demonstrate a sense of sharing by accepting responsibility for completing a negotiated job.</i>

GRADE ONE — FAMILIES Topic C — Canadian Families

<p>This topic provides students with their first formal orientation to Canada as a multicultural society. The topic focuses on the experiences and lifestyles of families with different cultural and ethnic backgrounds. While cultural differences are highlighted, however, this topic should reveal to students the major commonalities that all Canadian families share.</p>	<p>GENERAL VALUE ISSUE: <i>SHOULD ALL CANADIAN FAMILIES REFLECT A COMMON LIFESTYLE?</i></p> <p>RELATED SOCIAL ISSUES AND COMPETING VALUES: <i>Tradition / Adaptation</i> — Should families preserve traditional ways of doing things? <i>Personal Freedom / Respect</i> — In some Canadian culture groups, all adults are respected as parents. Should all families have this custom?</p>
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VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
<p>Students shall develop personal growth in the following value-related areas:</p> <ul style="list-style-type: none"> • An understanding of values reflected in the customs and lifestyles of Canadian families from different ethnic and cultural groups. • An appreciation of the importance to Canadian families of preserving some traditions while adapting others to a changing social environment. • An ability to identify values underlying similarities and differences in Canadian families, and to choose between conflicting values. 	<p>Students shall acquire information to develop interpretations of the following concepts and generalizations:</p> <p>Perspective Because of different cultural and ethnic origins, families in different Canadian groups have some differences in their lifestyles; but they also have some similarities.</p> <p>Environment The ways people meet their needs are influenced by geographic features such as climate and the earth's surface.</p> <p>Adjustment As Canadians have found ways of adapting to their physical and social environments, many have developed similar ways of living. For some Canadian families with strong, unique traditions, learning and accepting a new way of life may be difficult.</p>	<p>Students shall develop proficiency in all skill areas, including the following specific skills:</p> <p>Inquiry Skills and Examples</p> <ol style="list-style-type: none"> <i>Describe the issue</i> by restating in simple terms, such as "Should families all be the same?" <i>Formulate research questions</i> to guide inquiry. <i>Observe and listen</i> to resource materials to acquire information about families from different cultural and ethnic groups. <i>Record in graph form</i> the ethnic origins of students in class. <i>Infer reasons for varying perspectives</i> of different cultural and ethnic groups. <i>Summarize</i> information in chart form. <i>Predict the consequences</i> of having Canadian families all speaking the same or different languages. <i>Create a plan of action</i>, such as inviting ethnic groups to share a unique feature of their culture. <i>Decide on culminating or continuing inquiry</i> (e.g., by studying families from other ethnic groups). <p>Participation Skills and Examples</p> <ol style="list-style-type: none"> <i>Express a personal point of view</i> about cultural and ethnic differences in Canadian families. <i>Demonstrate understanding for the feelings that others have</i> toward their culture and ethnic heritage. <i>Organize activities</i> which demonstrate the cultural diversity of class members. <i>Assist in group projects</i> to share cultural and ethnic diversities of group members.

GRADE TWO — PLANNING NEIGHBOURHOODS AND LOCAL COMMUNITIES

Topic A — Exploring My Own Neighbourhood

<p>This topic focuses on two aspects of neighbourhood life significant to young children:</p> <ol style="list-style-type: none">1. The characteristics of the human and physical elements of the neighbourhood. (Composition of the population, interaction between people, the reasons people have chosen to live there, and the facilities and services available.) Students might assess some of the features of their neighbourhood and consider what they might do to assist in maintaining, improving or restoring it.2. Some of the ways in which rules are used to protect people's rights and freedoms (e.g., safety, health). Rules to consider may pertain to traffic signs, bike riding, construction sites, animal licenses, farm vehicle regulations, etc. Students should also assess what constitutes responsible behaviour in situations not covered by formal regulations (such as interacting with strangers). <p>GENERAL VALUE ISSUE: <i>SHOULD NEIGHBOURHOOD RULES LIMIT OR INCREASE PERSONAL FREEDOM?</i></p> <p>RELATED SOCIAL ISSUES AND COMPETING VALUES: <i>Personal Freedom / Social Orderliness or Safety</i> — What rules should my community have? (Should I obey rules that I think are unfair?)</p> <p><i>Friendliness / Personal Security</i> — Should I help people in my neighbourhood whom I don't know?</p> <p><i>Self-Reliance / Respect for Other People's Wishes</i> — As long as I can take care of a pet, should I be allowed to have one?</p>		
VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
<p>Students shall develop personal growth in the following value-related areas:</p> <ul style="list-style-type: none">• An understanding of contrasting value positions about behaviour and lifestyles in the local neighbourhood.• An increased awareness of the responsibility that community members have for accepting, rejecting, interpreting, and responding to community rules.• An appreciation for personal contributions to the maintenance and betterment of the community and groups within it.• An ability to predict consequences of neighbourhood rules that limit or increase personal freedom.	<p>Students shall acquire information to develop interpretations of the following concepts and generalizations:</p> <p>Power</p> <p>Elected representatives make laws to help people solve their problems in living together as a group. These laws are enforced by penalties.</p> <p>Human Needs</p> <p>In designing a neighbourhood, people allow for recreation and fun by planning for zoos, parks, playgrounds, etc.</p> <p>A sense of community is developed through involvement in community affairs.</p> <p>Inquiry</p> <p>Knowledge helps us resolve problems by helping us predict the consequences of our choices.</p> <p>Knowledge about a neighbourhood problem can be gained either by finding out what others have learned or by producing data. Some effective ways of producing data include interviewing, distributing surveys, and observing.</p>	<p>Students shall develop proficiency in all skill areas including the following specific skills:</p> <p><i>Inquiry Skills and Examples</i></p> <p>A. <i>Describe an issue involved in a case study of rules and personal freedom.</i></p> <p>B. <i>Formulate appropriate research questions and develop a questionnaire to find out why people have chosen the neighbourhood in which they live.</i></p> <p>C. <i>Read and interpret simple bar graphs and pictographs prepared from information about the local neighbourhoods.</i></p> <p>D. <i>Compare and contrast points of view on the need for rules in a neighbourhood.</i></p> <p>E. <i>Develop car caps (through classification of "rules" according to where they apply: i.e., home, school, playground).</i></p> <p>F. <i>Formulate alternative solutions and analyze the values involved by labelling rules: "Best for me: Best for the Neighbourhood"; Good for Both.</i></p> <p>G. <i>Create a plan for a possible set of rules for the neighbourhood and present to an audience (e.g., other students, parents).</i></p> <p>H. <i>Judge the worth of consequences of these rules for self and others.</i></p> <p><i>Participation Skills and Examples</i></p> <p>A. <i>Communicate effectively when speaking to adults about neighbourhood rules.</i></p> <p>B. <i>Demonstrate understanding for the decisions of others regarding a set of proposed neighbourhood rules.</i></p> <p>C. <i>Apply democratic rules of procedure (e.g., majority consent) in development of list of rules.</i></p> <p>D. <i>Demonstrate a sense of sharing by developing a set of neighbourhood rules that all find acceptable.</i></p>

GRADE TWO — PLANNING NEIGHBOURHOODS AND LOCAL COMMUNITIES Topic B — Canadian Communities Today

<p>In this topic students compare the ways that people live in Canadian communities and neighbourhoods of various population densities. Neighbourhoods to be considered should be selected from: the inner city (e.g., highrise complex), a suburb, a rural town, an acreage development, a farming area with limited facilities, an isolated outpost.</p> <p>GENERAL VALUE ISSUE: <i>WHAT SHOULD BE THE GOAL OF PEOPLE'S INTERACTION WITH THEIR NEIGHBOURS?</i></p>	<p>RELATED SOCIAL ISSUES AND COMPETING VALUES:</p> <p><i>Property Rights / Friendliness</i> — When should people stop what they are doing out of consideration for their neighbours (safety, noise, unsightliness, etc.)?</p> <p><i>Equality / Freedom</i> — Should people in different kinds of Canadian neighbourhoods have the same rules and laws?</p> <p><i>Self-Reliance / Friendliness</i> — What should we do to help children who move to our community from another part of Canada?</p>
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VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
<p>Students shall develop personal growth in the following value-related areas:</p> <ul style="list-style-type: none"> • An understanding of the values reflected in the lifestyles of different Canadian communities. • An increased awareness of the ways in which an individual's behaviour is affected by dominant values of the community in which he/she lives. • An appreciation for the efforts of individuals and groups who attempt to contribute to the welfare of their community and neighbours. • An ability to understand reasons for differences in ways people interact with their neighbours, and to make a choice between conflicting values upon which those differences are based. 	<p>Students shall acquire information to develop interpretations of the following concepts and generalizations:</p> <p>Environment</p> <p>Different types of communities provide varying amounts of living space for their inhabitants.</p> <p>The more densely populated the community, the more other people's actions, rather than nature, form an individual's environment.</p> <p>Identity</p> <p>The traditions and customs of a community often modify those held by newcomers.</p> <p>In many Canadian communities the residents tend to come from a variety of ethnic and cultural groups. This results in the borrowing and modifying of traditions.</p> <p>Influence</p> <p>People's needs and wants influence the decisions made by their local government.</p> <p>Effective communication and forming interest groups help people influence the laws made by elected representatives and administrators.</p>	<p>Students shall develop proficiency in all skill areas, including the following specific skills:</p> <p><i>Inquiry Skills and Examples</i></p> <p>A. <i>Describe an issue</i> from descriptions of how people interact in Canadian communities of varying densities.</p> <p>B. <i>Formulate appropriate research questions</i> to obtain needed information about selected communities.</p> <p>C. <i>Survey</i> community members or resource persons to obtain data.</p> <p><i>Record information</i> about Canadian communities on a retrieval chart.</p> <p>D. <i>Discriminate relevant from irrelevant data</i> in generalizing about communities.</p> <p>E. <i>Relate causes and effects</i> of population density and types of activities possible in a neighbourhood.</p> <p>F. <i>Evaluate alternatives and make a decision</i> on the basis of personal and social values.</p> <p>G. <i>Create a plan</i> about needed facilities in a community.</p> <p>H. <i>Examine the appropriateness of the plan</i> to the situation.</p> <p><i>Participation Skills and Examples</i></p> <p>A. <i>Communicate effectively</i> in a survey of the neighbourhood.</p> <p>B. <i>Listen to the ideas of others</i> about preferred interactions within neighbourhoods.</p> <p>C. <i>Organize activities</i> so that class members participate in a variety of group member roles.</p> <p>D. <i>Assist in group projects</i> to develop guidelines for classroom activities.</p>

GRADE TWO — PLANNING NEIGHBOURHOODS AND LOCAL COMMUNITIES Topic C — Neighbourhoods Around the World

<p>In this topic, the focus is on the ways that people around the world plan their communities. This topic has two purposes. First, it introduces students to the global dimension of social studies. Second, students learn that wherever people live, community planning is important if human needs are to be met.</p> <p>Communities that are selected for inquiry might include: a small town built around a market place; a traditional Indian community; Venice, a city on water; the "row village - longlot farm" concept from French settlements in Quebec; or a nomadic desert community. Students might culminate their inquiry by planning an ideal neighbourhood.</p> <p>GENERAL VALUE ISSUE: IN WHAT WAYS SHOULD COMMUNITY PLANNING REFLECT THE UNIQUE RESOURCES OF THE LOCAL COMMUNITY?</p>				<p>RELATED SOCIAL ISSUES AND COMPETING VALUES: <i>Co-operation / Individual Initiative</i> — How are neighbourhood problems resolved in different kinds of neighbourhoods around the world? <i>Self-Reliance / Friendliness</i> — If someone comes to your community from another part of the world, what help should you provide? <i>Equality / Individual Initiative</i> — Should some services be provided in all communities? <i>Empathy / Self-Reliance</i> — How should communities provide services for people with special needs (e.g., handicapped people, senior citizens)?</p>			
<p>VALUE OBJECTIVES</p> <p>Students shall develop personal growth in the following value-related areas:</p> <ul style="list-style-type: none">• An understanding of alternative values that underlie the differing ways that people in communities around the world plan their community lifestyles.• An appreciation for the efforts of people of different cultures to make effective use of unique community resources.• An ability to identify contrasting views about the ways communities should be planned, and value preferences reflected in making a choice between those contrasting views.		<p>KNOWLEDGE OBJECTIVES</p> <p>Students shall acquire information to develop interpretations of the following concepts and generalizations:</p> <p>Institutions All communities have institutions that reflect the values of the people who live there and which help them satisfy their needs for safety, recreation, companionship, preservation of traditions, and so on.</p> <p>Human Needs People in different cultures have the same basic human needs but different ways of meeting them. In all cultures, many of the social and economic needs of the people are satisfied within their local community, through both private and public means.</p> <p>Inquiry In deciding how to plan a neighbourhood, people should inquire into alternatives and the effects of these alternatives on people. Factors like location of the community, topography of the land, and amount of land available, are taken into account by planners. Collecting information helps planners predict the consequences that may result from the choice of one solution over another.</p> <p>Environment The way people live is related to geographic location and accessibility, and the particular time period in which they live.</p>		<p>SKILL OBJECTIVES</p> <p>Students shall develop proficiency in all skill areas, including the following specific skills:</p> <p>Inquiry Skills and Examples</p> <p>A. <i>Paraphrase possible issues</i> for inquiry through comparison of neighbourhoods around the world. B. <i>Formulate appropriate research questions</i> and select resource materials. C. <i>Read and interpret</i> appropriate print and non-print materials, maps and charts. D. <i>Infer</i> reasons why neighbourhood planning varies from community to community. E. <i>Summarize and classify information</i> to formulate generalizations about neighbourhoods around the world. F. <i>Formulate alternative solutions and predict the consequences</i> of each for different communities. G. <i>Create a plan of action and methods for application of that plan</i> (e.g., write a class letter to council suggesting how neighbourhood parks could be improved). H. <i>Decide whether to culminate inquiry, or extend it into new case studies.</i></p> <p>Participation Skills and Examples</p> <p>A. <i>Express ideas</i> about ways in which neighbourhoods can borrow and adapt ideas from other neighbourhoods. B. <i>Interpret the feelings of others</i> with regard to what is desirable in a neighbourhood. C. <i>Prepare a position</i> on the attributes of a "world neighbourhood". D. <i>Provide support</i> in small group decision-making involved in assigning jobs and completing a task.</p>			

GRADE THREE — LIFESTYLES IN OTHER TIMES AND PLACES Topic A — Interdependence of Communities in Canada Today

<p>In this topic, students inquire into the concept of "interdependence" between urban and rural communities. Students begin by examining factors that influence the interdependence of their own community with others (e.g., occupations, family networks, the media, travel, and origins and destinations of goods and services). In so doing, they will develop an awareness of the location of their community in a regional, provincial, and national context. The major focus of this topic, however, is on the interdependence of communities across Canada. The trend to urbanization and the growing influence of specialization on individuals and communities should be developed.</p>	<p>GENERAL VALUE ISSUE: <i>SHOULD CANADIAN COMMUNITIES BECOME MORE INTERDEPENDENT?</i></p> <p>RELATED SOCIAL ISSUES AND COMPETING VALUES:</p> <p><i>Self-Reliance / Interdependence or Concern for Welfare of Others</i> — Should our community produce more of the goods and services that we need?</p> <p><i>Efficiency / Environmental Protection</i> — Should cities keep growing? Should more people be encouraged to live in small towns?</p>
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VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
<p>Students shall develop personal growth in the following value-related areas:</p> <ul style="list-style-type: none"> • An understanding of how the extent of interdependence among communities affects the degree to which their values are alike or different. • An appreciation for the diverse ways in which Canadians can relate to each other to develop a sense of "national community". • An ability to identify consequences of communities seeking or resisting greater interdependence with other communities, and to make a choice between conflicting values inherent in those alternatives. 	<p>Students shall acquire information to develop interpretations of the following concepts and generalizations:</p> <p>Environment</p> <p>The larger the community, the greater the number and variety of man-made features. Each added feature affects not only people, but also the lives of plants and animals in that environment.</p> <p>The trend for more Canadians to become city dwellers influences both the human and natural environment.</p> <p>Interaction</p> <p>Rural communities, small towns and cities are interdependently connected for the exchange of goods and services. Transportation and communication play an important part in making goods and services available in a community.</p> <p>As our society becomes more technologically advanced, specialization increases. This results in greater interdependence and makes trade and exchange a necessity.</p> <p>Larger communities (cities) attract people with ideas in many specialist areas. Many specialists such as engineers, nurses, and office workers are needed to run a large city.</p> <p>Perspective</p> <p>People often tend to think of the way of living to which they have become accustomed as best and may think of other ways of living as strange, and less desirable.</p>	<p>Students shall develop proficiency in all skill areas, including the following specific skills:</p> <p>Inquiry Skills and Examples</p> <ol style="list-style-type: none"> <i>Describe an issue</i> pertaining to the interdependence of the local community with other parts of Canada. <i>Select appropriate resources</i> to determine interdependence of communities. <i>Survey</i> homes to determine origins of Canadian goods. <i>Read and interpret</i> simple maps and trace major transportation routes of goods. <i>Compare points of view</i> of community members regarding preferred community size. <i>Deduce logical conclusions</i> from information gathered. <i>Formulate and evaluate alternative solutions</i> to the issue on the basis of evidence. <i>Create a plan of action</i> for the community based on majority preference of class members. <i>Examine the appropriateness of the plan of action</i> to the community situation. <p>Participation Skills and Examples</p> <ol style="list-style-type: none"> <i>Express ideas clearly</i> in describing the origins of goods in homes and stores. <i>Demonstrate understanding of the opinions of others</i> as to preferred goals for the community. <i>Organize group activities</i> assigning information-gathering tasks. <i>Assist in a group project</i> to establish relations with students in other Canadian communities.

GRADE THREE — LIFESTYLES IN OTHER TIMES AND PLACES Topic B — Lifestyles of Canadians in Other Times

<p>In this topic, the focus is on the concepts of "passage of time" and "change". Students examine their own community in previous historical eras (e.g., a decade ago, a generation ago, a double generation ago) in terms of the lifestyles of residents during those eras and the changes that have occurred over time.</p> <p>A major emphasis should be placed on the goals of people who moved to the community in previous times as compared with people who are moving today. Economic, geographic, psychological and cultural factors should be considered, as should some of the possible consequences (e.g., possible economic gain, emotional stress).</p>	<p>GENERAL VALUE ISSUE: <i>HOW MUCH SHOULD PEOPLE CHANGE WHEN THEIR ENVIRONMENT CHANGES?</i></p> <p>RELATED SOCIAL ISSUES AND COMPETING VALUES:</p> <p><i>Tradition / Evolutionary Change</i> — Should we keep our community the way it is, or encourage change?</p> <p><i>Inventiveness / Tradition</i> — Are there some ways in which our grandparents (or parents, or pioneers) did things that we should do in the same way?</p> <p><i>Self-Reliance / Co-operation</i> — What should we do when things around us change? How did people in the past cope with change?</p>
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VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
<p>Students shall develop personal growth in the following value-related areas:</p> <ul style="list-style-type: none"> • An understanding of the values reflected in people's self-reliant and co-operative behaviour in their community. • An appreciation for the efforts of people in previous generations to create satisfying relationships with their social and natural environments. • An appreciation for personal ability to carry out value choices in daily life. • An ability to identify competing values in local residents' co-operative and self-reliant behaviour, and to justify a proposed balance between these in daily life. 	<p>Students shall acquire information to develop interpretations of the following concepts and generalizations:</p> <p>Change</p> <p>Change in a community is affected by technological, economic, cultural, political, and social factors. Rapid growth usually creates problems in a community.</p> <p>Proposed changes often generate conflict between people who value traditions and stability, and those who place a higher value on evolution.</p> <p>Resources</p> <p>People in communities have unlimited wants. This forces them to make decisions about the best uses of their limited resources. If needs are not met, people may choose to move to another community.</p> <p>An ideal location for a community is near a source of food and water, transportation routes, raw material, and labour.</p> <p>Throughout time, communities have been located where people could work and trade.</p> <p>Identity</p> <p>A sense of community is a result of the shared values, customs and traditions retained by the community.</p> <p>Closed ethnic communities of the past are acquiring a more multicultural composition owing to the mobility of people and advances in technology.</p>	<p>Students shall develop proficiency in all skill areas, including the following specific skills:</p> <p><i>Inquiry Skills and Examples</i></p> <ol style="list-style-type: none"> <i>Paraphrase an issue</i> such as "What should change?" "What should stay the same?" <i>Formulate appropriate research questions</i> to use in information-gathering about movement to the community in various time periods. <i>Interview</i> selected resource people in reference to formulated questions. <i>Read and interpret</i> simple historical accounts which describe past lifestyles. <i>Categorize</i> data as to "fact" and "opinion" regarding changes in the community. <i>Relate causes and effects</i> of community changes over time. <i>Formulate alternatives and analyze values</i> inherent in each. <i>Create a plan of action</i> to address a specific aspect of "change". <i>Assess the process used to inquire into the issue.</i> <p><i>Participation Skills and Examples</i></p> <ol style="list-style-type: none"> <i>Support ideas logically</i> to influence others regarding preferred types of change. <i>Listen to the ideas of others</i> about preferred changes in the community. <i>Use consensus or majority preference</i> to select a course of action. <i>Assist in group projects</i> to implement a course of action to deal with a specific example of "change".

GRADE THREE — LIFESTYLES IN OTHER TIMES AND PLACES Topic C — Lifestyles in "Closed" Communities

This topic seeks to increase students' cross-cultural sensitivity by focusing on "closed" communities: i.e., communities where people are attempting to resist external forces in order to perpetuate a distinct way of life. Communities for case studies might include: a traditional community based on common religious beliefs (e.g., Hutterites), a modern community of secular nature (e.g., Kibbutz), a community within the mainstream of society (e.g., Chinatown), or a present-day community established on land retained by traditional rights (e.g., modern-day Indian reserve).			GENERAL VALUES ISSUE: <i>SHOULD PEOPLE ENCOURAGE THE PRESERVATION OF UNIQUE LIFESTYLES?</i> RELATED SOCIAL ISSUE AND COMPETING VALUES: <i>Preservation of Cultural Heritage / Modernization — Should people build their own communities to maintain distinctive lifestyles?</i>	
VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES		
Students shall develop personal growth in the following value-related areas:	Students shall acquire information to develop interpretations of the following concepts and generalizations:	Students shall develop proficiency in all skill areas, including the following specific skills:		
<ul style="list-style-type: none">• An understanding of those values which have led groups of people to establish "closed" communities.• An empathy for groups who have established their own communities to perpetuate their customs, traditions, and values.• An ability to identify values reflected in conflicting views about preserving unique lifestyles, and to choose between those values.	<p>Social Change</p> <p>In modern societies, communities with traditional cultural patterns have difficulty resisting the influence of the outside world. Factors such as mobility, communications and increased knowledge may accelerate changes in lifestyles. Common interest and knowledge keep people together; new ideas and knowledge tend to open a "closed" community to change.</p> <p>Values</p> <p>The natural environment may set the broad limits of life in a community, but the values, traditions and beliefs of people are also an important influence on community life.</p> <p>Customs, traditions, rules and religious beliefs help keep people together in a "closed" community. Individuals shape and change the value systems of their communities as they make value choices.</p> <p>Institutions</p> <p>People in communities that have traditional lifestyles usually take specific steps to ensure that their way of life is passed on to their young. They may use such basic institutions as the family, school, and church to meet this goal.</p> <p>Social institutions usually serve to slow down the pace of change in a community.</p>	<p>Inquiry Skills and Examples</p> <ol style="list-style-type: none">Describe an issue involved in perpetuating or changing values and lifestyles.Formulate appropriate research questions to guide information-gathering about "closed" communities.Observe and listen to gain information about life in a "closed" community.Record results of interviews and observations in retrieval charts, diagrams, maps, sketching and notemaking.Compare and contrast points of view as they relate to "closed" communities.Summarize information gathered and formulate generalizations about why people may resist changes.Formulate alternative solutions, analyze the values inherent in each and evaluate the alternatives from several points of view (i.e., self, society, etc.).Create a plan of action to deal with preservation vs. modernization in a community.Examine the appropriateness of the plan of action to the community situation. <p>Participation Skills and Examples</p> <ol style="list-style-type: none">Adapt an interview schedule for different resource people.Interpret ideas and feelings of others with regard to "closed" communities.Apply alternative roles in small group decision-making involved in organizing a field trip.Demonstrate a sense of sharing for the goals and aspirations of members of "closed" communities.		

GRADE FOUR — ALBERTA, OUR PROVINCE

Topic A — Alberta, Past, Present and Future: Our Natural Resources

GENERAL VALUE ISSUE: HOW SHOULD PEOPLE MANAGE THE RESOURCES OF THEIR NATURAL ENVIRONMENT?		
RELATED SOCIAL ISSUES AND COMPETING VALUES: Conservation / Present-Economic Welfare — How should the natural environment be used by Albertans? (For example: Under what circumstances should lakes be drained? Forests be removed? Coal mines be re-opened? Pesticides be used?) Would it make a difference if you were a settler, a Canadian Indian, a city dweller, or a farmer? Concern for the Future / Optimism in Society's Ability to Solve its Problems — Should we conserve our non-renewable resources for the future? Utility / Conservation — What criteria should be used in the building of a new settlements or the expansion of cities and towns? — How should we use the unintended by-products of consumption (waste)?		
VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
Students shall develop personal growth in the following value-related areas:	Students shall acquire information to develop interpretations of the following concepts and generalizations:	Students shall develop proficiency in all skill areas, including the following specific skills:
<ul style="list-style-type: none">An understanding of alternative value positions as to how Alberta's natural resources should be used.An appreciation for the efforts of different groups to determine ways that Alberta's natural resources may be used in the future.An appreciation for the beauty and symmetry of the natural environment, including plant, animal and earth elements.An ability to identify alternative positions on the use of Alberta's natural resources, to infer related values, and to choose among those alternatives and values.	<p>Resources</p> <p>Alberta's natural resources include land, minerals, water, plants, animals and fossil fuels. Alberta cannot supply all needs from local resources.</p> <p>The issue of conservation is more urgent for non-renewable than for renewable resources.</p> <p>Waste can exist as a by-product of production, consumption, and distribution. Recycling extends the useable life of both renewable and non-renewable resources, but still uses energy.</p> <p>Human Needs</p> <p>Due in part to technology, the way people meet their needs has varied over time.</p> <p>The gap between people's needs and wants has widened as the availability of goods and services has increased.</p> <p>Social Change</p> <p>The pattern of social change in Alberta has tended to follow shifts in the use of natural resources.</p> <p>Consumption practices are constantly being expanded by our ability to produce and create wants which affect the rate of resource use.</p>	<p><i>Inquiry Skills and Examples</i></p> <p>A. Describe the issue, in small group situations, giving specific examples of competing alternatives for the use of natural resources.</p> <p>B. Select techniques and resources for research appropriate to research questions.</p> <p>C. Read and interpret maps to gather information about the location of renewable and non-renewable resources in Alberta.</p> <p>D. Differentiate points of view from different time periods about how resources should be used.</p> <p>E. Develop concepts of "resources", through classification according to location and type.</p> <p>F. Evaluate alternatives for different uses of natural resources on the basis of personal and social values.</p> <p>G. Design a course of action to help others better understand the conflict of conservation/economic welfare.</p> <p>H. Assess the process used in research, and identify deficiencies.</p> <p><i>Participation Skills and Examples</i></p> <p>A. Express ideas to another class about issues involving the use of resources.</p> <p>B. Demonstrate understanding of how the needs of others can be met by the use of natural resources.</p> <p>C. Organize activities for a class project so that all students have both concrete and intellectual experiences.</p> <p>D. Demonstrate a sense of sharing (e.g., class, community, all people) for the management of natural resources.</p>

GRADE FOUR — ALBERTA, OUR PROVINCE

Topic B — Alberta, Past, Present and Future: Our Human Resources

<p>In this topic, students investigate issues relating to how people use their work and leisure time, and how new skills and interests are developed through formal and informal learning. Comparisons are made with lifestyles of people who lived in one or more previous historical eras (e.g., Alberta's initial settlement, the Depression, and wartime). As students become aware of changes in occupations, leisure time activities and education, they should be encouraged to predict future trends in these areas and how their own lives may be influenced. This topic, in combination with Topic A, should provide students with a broad awareness of the distinguishing features of the major eras in Alberta's history.</p>

VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
<p>Students shall develop personal growth in the following value-related areas:</p> <ul style="list-style-type: none"> • An understanding of the values that have provided a basis for the use of work and leisure time activities in Alberta's past. • An increased awareness of the ways in which personal needs, wants and interests affect use of time, activities and resources. • An appreciation for the variety of ways in which people of the past and present have striven to create a healthy balance between work and leisure activities. • A positive attitude toward personal uses of leisure time. • An ability to use knowledge to predict consequences of alternative uses of work and leisure time, and to use those predictions to help choose preferred alternatives. 	<p>Students shall acquire information to develop interpretations of the following concepts and generalizations:</p> <p>Resources</p> <p>A society creates institutions that will facilitate the development of skills needed to help people overcome scarcity of goods and services. Schooling has changed over time as the need for new goods and services has changed.</p> <p>A society may have a scarcity of skills to perform needed work, or a scarcity of jobs, or both. At different points in history, Alberta has experienced both situations.</p> <p>Adjustment</p> <p>In all historical eras, people have been offered incentives to encourage greater productivity. Incentives may be economic (e.g., wages), social (e.g., social contacts), or psychological (e.g., status).</p> <p>Values</p> <p>A balance between work and leisure activity is important to personal health. The use of work and leisure has changed as Alberta has become an industrialized society.</p> <p>The ways in which people use their leisure time (e.g., participation vs. spectatorship, individual vs. team, indoor vs. outdoor) reflect their values.</p> <p>In modern, urbanized society, people are becoming increasingly concerned about the need to plan their leisure time to include a range of physical and social activities.</p>	<p>Students shall develop proficiency in all skill areas, including the following specific skills:</p> <p>Inquiry Skills and Examples</p> <ol style="list-style-type: none"> <i>Describe the issue</i> as a whole class to show alternative views about uses of human resources in historical eras. <i>Formulate questions</i> as a whole class to guide information-gathering, including questions for interviews, surveys, field trips, etc. <i>Read and interpret library materials</i> on human resources by using the subject headings in a card catalogue. <i>Explain discrepancies</i> in viewpoints about "the good old days". <i>Formulate generalizations</i> about changes over time in ways of using human resources for work and leisure. <i>Formulate alternative solutions</i> to the issue and identify underlying values for each. <i>Create a plan of action</i> to implement the choice made. <i>Assess the suitability</i> of research questions and methodologies. <p>Participation Skills and Examples</p> <ol style="list-style-type: none"> <i>Express ideas</i> orally to classmates concerning ways in which to use work and leisure time. <i>Listen to expressions of ideas and feelings</i> by others about the best uses of human resources for Alberta's future. <i>Develop an appropriate model for decision-making</i> about the use of work or leisure time. <i>Assist in a group project</i> to apply conclusions about a desired balance of work and leisure time in a classroom situation.

GRADE FOUR — ALBERTA, OUR PROVINCE Topic C — Alberta's Links With Canada and the World

<p>This topic builds on Topics A and B to enable students to examine issues associated with interdependence, particularly in the exchange of resources. Student inquiry should focus on the economic and cultural links that exist between Alberta and other parts of Canada and the world, mainly through trade, but also through tourism, immigration, the media and exchange programs.</p> <p>GENERAL VALUE ISSUE: <i>SHOULD ALBERTANS INCREASE THEIR INTERDEPENDENCE WITH OTHER PROVINCES AND COUNTRIES?</i></p>	<p>Students shall develop personal growth in the following value-related areas:</p> <ul style="list-style-type: none">• An understanding of various value positions regarding ways that Alberta's resources should be exchanged for goods and services from other parts of Canada and the world.• An appreciation for the diversity of views of different groups who have developed plans for the distribution of Alberta's resources.• An ability to identify advantages and disadvantages of contrasting positions on ways to exchange Alberta's resources, and to use this knowledge in choosing among the positions.	<p>Students shall acquire information to develop interpretations of the following concepts and generalizations:</p> <p><i>Environment</i></p> <p>When scarce resources are in demand, people and their governments choose between conservation for their own future use and the immediate needs and demands of other people.</p> <p>Products or resources that are in short supply tend to be more costly than those that are abundant.</p> <p>Inequality results when provinces or countries have a surplus of products or resources that are in short supply elsewhere.</p> <p><i>Interaction</i></p> <p>People in an area usually attempt to trade their surplus products or resources with people in other areas. Alberta's imports tend to be from places with different natural resources, climatic conditions and technology.</p> <p>International trade is usually based on the understanding that the people of a region should manufacture those goods and services they can best produce, and then trade for other things they want.</p> <p>As people receive manufactured products from other places, they are exposed to some elements of the culture that produced them.</p> <p><i>Perspective</i></p> <p>In their interaction with others, individuals, provinces, and nations look to protect their own interests — to profit from the exchange, either financially or otherwise. Trade is most likely to continue if it benefits all parties in important ways.</p> <p>The contacts we have with other societies — through travel, television viewing, immigration, the books we read, music we listen to, and so on — influence our ways of thinking.</p>	<p>RELATED SOCIAL ISSUES AND COMPETING VALUES:</p> <p><i>Economic Welfare / Conservation</i> — Should we encourage greater use of Alberta's parks and other natural resources by tourists?</p> <p><i>Loyalty / Personal Material Welfare</i> — Should we buy goods that are "Made in Alberta" if we can obtain them at lower prices from elsewhere?</p> <p><i>Preservation of Identity / Learning from Others</i> — How should we respond to cultural influences from other places (e.g., T.V.)?</p>
VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES	
Students shall develop proficiency in all skills areas, including the following specific skills:	<p><i>Inquiry Skills and Examples</i></p> <p>A. <i>Paraphrase an issue</i> involving interdependence between Alberta, Canada, and the world through observation in homes and stores.</p> <p>B. <i>Formulate research questions</i>, as a class, to inquire into Alberta's interdependence with other regions.</p> <p>C. <i>Read bar and/or pictographs</i> to obtain information on Alberta's interdependence with other provinces and countries.</p> <p>D. <i>Make inferences</i> from statistical information concerning ways in which Albertans are interdependent.</p> <p>E. <i>Deduce logical conclusions</i> of the sharing with others of Alberta's resources in alternative situations.</p> <p>F. <i>Analyze the values</i> inherent in each of these positions.</p> <p>G. <i>Create a plan of action</i> on ways of sharing Alberta's resources, and evaluate the probable effects of the plan.</p> <p>H. <i>Decide whether to extend inquiry</i> into a local application.</p> <p><i>Participation Skills and Examples</i></p> <p>A. <i>Support ideas logically</i> on the pros and cons of increasing Alberta's interdependence with other provinces and countries.</p> <p>B. <i>Listen</i> to what people think is important when they take particular stands on increasing Alberta's interdependence with other provinces.</p> <p>C. <i>Negotiate to influence others</i> about "best" ways of interacting with other countries.</p> <p>D. <i>Assist in group projects</i> to apply conclusions about interdependence and interdependence in a school situation.</p>		

Topic A — Canada From Early Settlement to Nationhood

<p>In this topic, students investigate issues that have their roots in the cultural and social dimensions of Canadian history from early settlement to early nationhood. The following major areas provide the historical content for this topic:</p> <ol style="list-style-type: none">1. The meeting of peoples of different cultural and ethnic backgrounds in the initial settlement of Canada. Emphasis should be on the ways in which contact occurred, and the types of culture change and exchange that resulted, between the coming together of Indians / Europeans, French / English, and various ethnic groups in the different regions of Canada (e.g., Maritimes, and Upper and Lower Canada).2. The creation of a system of government in 1867 to accommodate the different values of different groups of Canadians.3. The competition between the economic interests of various cultural groups for territorial ownership in the exploration and early settlement of the West.		
<p>VALUE OBJECTIVES</p> <p>Students shall develop personal growth in the following value-related areas:</p> <ul style="list-style-type: none">• An understanding of values that provided the basis for interaction between ethnic and cultural groups in the early settlement period in Canada.• An appreciation for the efforts of groups in Canadian history to accommodate the values of people from other ethnic, social and cultural groups.• An ability to identify conflicting views about accommodating cultural and ethnic differences among Canadian groups, and to make value judgments about those views.	<p>KNOWLEDGE OBJECTIVES</p> <p>Students shall acquire information to develop interpretations of the following concepts and generalizations:</p> <p>Social Change</p> <p>The multi-ethnic composition of Canada is the partial result of the interactions of a variety of cultures in the early settlement period.</p> <p>Power</p> <p>It is sometimes necessary for interest groups to limit their autonomy in order to gain other advantages. Confederation is an example of such a compromise.</p> <p>Power may derive from many sources, including numerical strength, possession of technology, wealth, and knowledge. The course of Canadian history has been influenced by the exercise of each type of power.</p> <p>Institutions</p> <p>Native people, fur traders, and settlers each had different ideas as to the value of land ownership. Methods of dealing with these differences were frequently inadequate and conflict resulted.</p> <p>Basic aspects of Canadian life today — language, government, population distribution, etc. — continue to reflect dominant features in early Canadian history.</p>	<p>SKILL OBJECTIVES</p> <p>Students shall develop proficiency in all skill areas, including the following specific skills:</p> <p>Inquiry Skills and Examples</p> <ol style="list-style-type: none">A. Identify elements of an issue pertaining to differences among cultural and ethnic groups in Canada.B. Create hypotheses to guide information-gathering relating to ways of accommodating those differences constructively.C. Read historical maps to find the locations of settlements of Canada's cultural and ethnic groups.D. Record events in the settlement of Canada and construct a simple timeline.E. Infer reasons for different perspectives as to why conflict has occurred between cultural and ethnic groups in Canada's history.F. Deduce logical conclusions resulting from different ways Canada could accommodate different cultural and ethnic peoples.G. Formulate alternative solutions to the issue and justify one position.H. Create a plan of action and evaluate it for consistency with what the class and individuals feel is "just" or "fair".I. Examine the appropriateness of the plan of action to historical situations. <p>Participation Skills and Examples</p> <ol style="list-style-type: none">A. Express ideas in a panel discussion.B. Interpret feelings about accommodating different cultural groups within Canada.C. Negotiate to influence others to a course of action.D. Demonstrate a sense of sharing in responding to the needs of class members with different ethno-cultural backgrounds.

GRADE FIVE — CANADA, OUR COUNTRY

Topic B — Canada's Diversity From Region to Region

<p>In this topic, the students investigate issues that pertain to the concepts of economic and demographic regionalism in Canada. The following areas of content provide the base for this topic:</p> <ol style="list-style-type: none">1. Major Economic Regions of Canada. E.g., agricultural, industrial, extractive (timber, mining, fishing).2. Demographic Regions of Canada. The relationship of economic base and population density, and a knowledge of major population areas in Canada, are particularly significant.			<p>GENERAL VALUE ISSUE: <i>SHOULD REGIONAL DIFFERENCES WITHIN CANADA BE A CONCERN OF ALL CANADIANS?</i></p> <p>RELATED SOCIAL ISSUES AND COMPETING VALUES:</p> <p><i>Social Welfare / Opportunity</i> — Should industries be encouraged in areas where poverty or unemployment is high?</p> <p><i>Conservation / Material Welfare</i> — Should resources be developed to enhance an area's economic status, if the unique features of the environment may be threatened?</p>	
VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES		
<p>Students shall develop personal growth in the following value-related areas:</p> <ul style="list-style-type: none">• An understanding of values that people in Canada's various regions hold to be important.• An increased awareness of the influence of environment on personal wants, needs, and values.• An appreciation for the ways in which various groups within Canada have sought to create a positive relationship with their environment.• Positive feelings toward personal behaviour in relation to the environment.• An ability to use knowledge of regional differences to predict effects of alternative proposals for solving inter-regional problems, and to choose from among the proposals.	<p>Students shall acquire information to develop interpretations of the following concepts and generalizations:</p> <p>Identity</p> <p>Economically, the factors that influence a region's identity include per capita income, unemployment, resource base, technology and demands for goods and services. Canada's regions are also differentiated by such forces as geography, history, and culture.</p> <p>Interaction</p> <p>The resource base for a region is usually inadequate to fulfill people's needs. Therefore, regions tend to manufacture what they can produce best and trade for what other goods and services they need.</p> <p>Regional membership is overlapping in that an individual can be simultaneously a member of a demographic region, an economic region, an ethnocultural region, and a political region.</p> <p>Population movements are frequently determined by economic differences.</p> <p>Institutions</p> <p>Governments attempt to reduce discrepancies in economic growth from region to region through the development and distribution of resources.</p> <p>Environment</p> <p>Any human society must find a workable relationship with the earth's resources. The relationship of economic welfare to resource base has resulted in significant differences between lifestyles in Canadian regions.</p>	<p>Students shall develop proficiency in all skill areas, including the following specific skills:</p> <p>Inquiry Skills and Examples</p> <p>A. <i>Describe an issue that exists between Canada's different regions, giving specific examples of competing alternatives.</i></p> <p>B. <i>Formulate research questions in small groups and select appropriate methods to find out about relationships between different regions of Canada.</i></p> <p>C. <i>Read and interpret maps, graphs, and tables of Canada for information on economic regions, location of cities, and major resource locations.</i></p> <p><i>Record and compare information for each of Canada's economic and demographic regions by constructing a retrieval chart.</i></p> <p>D. <i>Compare and contrast points of view on solutions to issues involving Canada's regional differences.</i></p> <p>E. <i>Relate causes and effects of the diversity existing between Canada's economic and demographic regions.</i></p> <p>F. <i>Analyze the values inherent in each alternative for resolving Canada's regional differences.</i></p> <p>G. <i>Create a proposal for resolving a regional issue.</i></p> <p>H. <i>Judge consequences in terms of competing values for the issue.</i></p> <p>Participation Skills and Examples</p> <p>A. <i>Support ideas logically in a group discussion relating to Canada's regional differences.</i></p> <p>B. <i>Interpret the feelings of others by means of a simulated experience to illustrate the relationships existing between different regions of Canada.</i></p> <p>C. <i>Apply an appropriate role as a leader of a group to create a course of action.</i></p> <p>D. <i>Assist in a group project to raise awareness of the unique features of a region.</i></p>		

GRADE FIVE — CANADA, OUR COUNTRY

Topic C — Countries Like Canada: How They Solve Problems

<p>In this topic, students inquire into aspects of either socio-cultural interactions (Topic A) or economic and demographic regionalism (Topic B) as these concepts exist in another modern technological society. Issues that were researched in Topic A or Topic B should be investigated in one or more other countries and the solutions that have been developed and applied in those countries should then be tested to determine their applicability for Canada. Possible areas of inquiry include:</p> <ol style="list-style-type: none">1. Economic regions — United States, Germany, Japan.2. Demographic regions — Australia, Great Britain.3. Cultural regions — New Zealand, Switzerland.			<p>GENERAL VALUE ISSUE: <i>SHOULD WE USE THE EXPERIENCES OF PEOPLE IN OTHER COUNTRIES IN PLANNING CANADA'S FUTURE?</i></p> <p>RELATED SOCIAL ISSUES AND COMPETING VALUES: <i>Equality / Respect for Individual Differences</i> — Should Canada have policies for ethnic and cultural minorities like those of Switzerland? New Zealand? Australia? <i>Self-Determination / Global Sharing</i> — Should Canada use the methods used in other countries to address problems of economic and / or demographic regionalism? Should other countries use the methods employed in Canada?</p>	
VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES		
<p>Students shall develop personal growth in the following value-related areas:</p> <ul style="list-style-type: none">• An understanding of the values related to other countries' policies and approaches to problem solving.• An appreciation for the efforts of people in other countries to resolve cultural, demographic, and economic problems.• An ability to identify values underlying solutions to problems in other countries, and to judge the desirability of those values and solutions for application to Canadian problems.	<p>Students shall acquire information to develop interpretations of the following concepts and generalizations:</p> <p>Resources</p> <p>The conflict between unlimited needs and wants and limited resources persists in all modern technological societies despite geographical, occupational and technological specialization. Problems that confront technological societies tend to have some major common features.</p> <p>Perspective</p> <p>Looking at a problem from the point of view of its solution in other settings may provide possible solutions within Canada. (e.g., Problems of economic regionalism in the United States may be similar to problems of economic regionalism in Canada and may provide patterns for Canadian solutions. OR, Native groups in New Zealand have tended to assimilate into the dominant European culture while maintaining elements of their original culture. Canadians may find assistance in achieving their goals for a multicultural society by examining the New Zealand experience. OR, In the Australian "outback" technology has been used to resolve problems of isolation. The Australian experience may have application in isolated regions of Canada.)</p> <p>Inquiry</p> <p>Comparative studies of countries with problems similar to Canada's enable the researcher to gather needed information to choose possible solutions for Canada.</p>	<p>Students shall develop proficiency in all skill areas, including the following specific skills:</p>	<p><i>Inquiry Skills and Examples</i></p> <p>A. <i>Paraphrase an issue</i> about planning Canada's future after selected reading about other countries. B. <i>Formulate research questions</i> to obtain information about how the experiences of other countries can be used to plan Canada's future. C. <i>Read about ways</i> in which Canada and another country have attempted to solve an economic, cultural or demographic problem. D. <i>Record information</i> in outline form. E. <i>Infer reasons</i> why another country prefers certain ways of solving cultural, economic or demographic issues. F. <i>Formulate reasons</i> for differences and similarities between issues in Canada and another country. G. <i>Predict the consequences</i> of applying methods of another country to situations in Canada. H. <i>Create a plan of action</i> to modify and apply methods used in another country to a Canadian issue. I. <i>Assess the method</i> of comparative inquiry as carried out.</p> <p><i>Participation Skills and Examples</i></p> <p>A. <i>Adapt a communication</i> to a suitable form to present to an external audience. B. <i>Interpret ideas and feelings of people</i> from cultural, economic, and demographic regions of other countries. C. <i>Apply rules or procedure</i> in debating advantages and disadvantages to alternative solutions for planning Canada's future. D. <i>Demonstrate a sense of sharing</i> in creating a solution to a Canadian issue.</p>	

GRADE SIX — MEETING HUMAN NEEDS

Topic A — How People in Earlier Times Met Their Needs

<p>In this topic, students examine basic human needs and classify them as physical (e.g., food, shelter), psychological (e.g., self-esteem, development of personal talents) and social (e.g., communicating with others, social orderliness). The various types of needs are then examined in terms of how they created issues and the need for decision-making for individuals and groups in previous civilizations, such as an ancient Mediterranean civilization (e.g., Greek, Roman, Egyptian) or pre-settlement America (e.g., Mayan, Aztec, Inca, Plains Indian civilizations).</p>	<p>KNOWLEDGE OBJECTIVES</p> <p>Students shall acquire information to develop interpretations of the following concepts and generalizations:</p> <p>Human Needs</p> <p>All people have similar physical, social and psychological needs. How these needs are met has varied over time and from place to place.</p> <p>Resources</p> <p>In an attempt to alleviate problems of basic needs and wants, people have often moved from one location to another, taking with them their technology and ideas. Immigration of this type has been a significant factor in the development of civilizations.</p> <p>Interaction</p> <p>Contact between people of different cultures has been a vital factor in human progress because such contacts start and keep important changes going. Hence, the origins of some basic contemporary Western institutions can be found in the ancient civilizations.</p> <p>Social Change</p> <p>Reasons frequently put forward for the emergence of civilizations include:</p> <ul style="list-style-type: none">— accumulation of surplus capital, usually involving trade— growth in population and settlement size— progress in public works— invention of writing— emergence of social classes and political organizations.	<p>SKILL OBJECTIVES</p> <p>Students shall develop proficiency in all skill areas, including the following specific skills:</p>	<p>GENERAL VALUE ISSUE: HOW SHOULD PEOPLE MEET THEIR BASIC NEEDS?</p> <p>RELATED SOCIAL ISSUES AND COMPETING VALUES:</p> <p><i>Self-Survival / Compassion for Others</i> — Should people who lived in earlier civilizations be regarded as uncivilized? What means should people be allowed to use to meet their basic needs?</p> <p><i>Equality / Self-Advancement or Personal Freedom</i> — Should class structures be an organizing element in society as they were in most ancient civilizations?</p>
<p>• An understanding of the value structures created in earlier civilizations and of the ways in which these structures provided a basis for the evolution of subsequent civilizations.</p> <p>• An increased awareness of similarities and differences between value systems of people today and those of people in earlier civilizations.</p> <p>• An appreciation for the variety of ways in which people at different points in history have met basic needs.</p> <p>• An ability to identify values reflected in ways in which earlier people met their needs, and to judge the appropriateness of those ways and values today.</p>		<p>A. <i>Paraphrase an issue</i> about how an early civilization met basic needs, giving specific examples.</p> <p>B. <i>Formulate research questions</i> as a class to compare ways in which previous civilizations met their physical, psychological and social needs, with those of Canadians today.</p> <p>C. <i>Interpret</i> print, AV materials, charts and timelines for information of ways previous civilizations met specific human needs.</p> <p><i>Sketch and label</i> ways in which previous civilizations met their human needs.</p> <p><i>Conduct participant-observation</i> by simulating ways of meeting needs in ancient or pre-settlement civilizations.</p> <p>D. <i>Discriminate relevant from irrelevant data</i> in defining “basic needs” for people in previous civilizations.</p> <p>E. <i>Summarize</i> ways in which previous civilizations (as compared to Canada today) met their basic needs.</p> <p>F. <i>Analyze conflicting values</i> in alternative ways of meeting basic needs.</p> <p>G. <i>Create and evaluate a plan of action</i> with regard to the best ways of providing for a basic need in a specific concrete situation.</p> <p>H. <i>Judge the worth of consequences of the plan of action</i> to self and other.</p> <p>Participation Skills and Examples</p> <p>A. <i>Support ideas logically</i> concerning best ways of meeting basic needs.</p> <p>B. <i>Interpret ideas and feelings of others</i> (about ways of meeting basic needs) through the use of role-playing.</p> <p>C. <i>Apply an appropriate role as leader or follower</i> to help develop group consensus about ways of providing for a basic need in a specific situation.</p> <p>D. <i>Demonstrate a sense of sharing</i> by encouraging other students to participate in small group activities.</p>	

GRADE SIX — MEETING HUMAN NEEDS

Topic B — How People in Eastern Societies Meet Their Needs Today

RELATED SOCIAL ISSUES AND COMPETING VALUES: <i>Welfare of Humanity / Faith in Humans to Solve Problems —</i> Should the problem of overpopulation in Eastern countries be a cause for action by Canadians? <i>Preservation of Culture / Global Concern —</i> Should cultural differences between East and West be eliminated, with a view to increasing mutual understanding? <i>Personal Welfare / Loyalty —</i> Should people strive more for their personal benefit or for the welfare of their society? Is there a "right" balance?		
GENERAL VALUE ISSUE: <i>SHOULD EASTERN SOCIETIES AND WESTERN SOCIETIES DEFINE HUMAN NEEDS IN THE SAME WAY?</i>		
VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
<p>Students shall develop personal growth in the following value-related areas:</p> <ul style="list-style-type: none">• An understanding of the nature of value similarities and differences between Canadian and Eastern societies.• An increased awareness of ways in which an individual's value system reflects the culture of the society in which he/she lives.• An appreciation for the contributions that West and East can make to each other's societies.• An ability to identify similarities and differences between ways Eastern societies and Canadians meet their needs, and to identify ways which are consistent with a personal value system.	<p>Students shall acquire information to develop interpretations of the following concepts and generalizations:</p> <p>Environment</p> <p>The geographic features of South East Asia have had a strong influence on how people's basic needs are met through the location of population areas, development of strong regional consciousness and patterns of economic activity.</p> <p>The concept of "density of population" of an area gives a clearer picture of population in that area than does the concept of "total population".</p> <p>Values</p> <p>The importance to people in Eastern cultures of their customs and traditions has been partly responsible for the slowness of cultural change that has resulted from contact with Western peoples.</p> <p>Differences in values between people of Eastern and Western cultures have sometimes resulted in mutual misunderstanding.</p> <p>Inquiry</p> <p>Through studying Eastern societies, alternatives can be found to Western ways of meeting human needs in health, environment, conservation, family relations, community organization, government planning and so on.</p> <p>Our choice of solutions to problems reflects the greater importance of some values than others in our value systems.</p>	<p>Students shall develop proficiency in all skill areas, including the following specific skills:</p> <p>Inquiry Skills and Examples</p> <ul style="list-style-type: none">A. <i>Identify elements of an issue in which Eastern societies attempt to fulfill their needs.</i>B. <i>Select appropriate methods to compare the ways in which traditional Eastern societies fulfill their needs with those used in Canada.</i>C. <i>Read and interpret print and AV materials to compare ways in which Eastern and Western societies define their needs.</i>D. <i>Compare points of view about advantages and disadvantages of Eastern and Western ways of meeting basic needs.</i>E. <i>Formulate generalizations to explain relations between Canada and Eastern societies.</i>F. <i>Predict and evaluate consequences of the alternative ways in which Eastern and Western societies fulfill their needs.</i>G. <i>Create a plan to inform others about ways of meeting human needs in Eastern and Western societies.</i>H. <i>Assess the process used as a means of finding new ways to meet needs.</i> <p>Participation Skills and Examples</p> <ul style="list-style-type: none">A. <i>Express ideas</i> regarding Eastern and Western values, as indicated in the ways people live.B. <i>Demonstrate an understanding of dilemmas</i> faced by people with unmet needs as they struggle to survive or to achieve human dignity.C. <i>Prepare a position</i> to outline which aspects of an Eastern society could benefit our own.D. <i>Provide support</i> for group members to share ideas and information about diverse ways of meeting human needs.

GRADE SIX — MEETING HUMAN NEEDS

Topic C — Meeting Needs Through Government

<p>This topic focuses on democratic government as an institution that helps people meet their needs. Inquiry incorporates both contemporary and historical dimensions:</p> <p>1. Contemporary. Students inquire into the processes and structures of social organizations (e.g., school, class, family, sporting teams) as means of meeting some basic needs, then focus on issues associated with government today at the local, provincial and federal levels in Canada. Knowledge of the different political divisions and centres of government in Canada should be acquired in this dimension.</p> <p>2. Historical. Students inquire into events leading up to the creation of Alberta as a province, including government before 1905, settlement patterns, and the building of railways.</p>			<p>GENERAL VALUE ISSUE: HOW MUCH RESPONSIBILITY FOR MEETING THEIR NEEDS SHOULD PEOPLE ALLOCATE TO THEIR GOVERNMENTS?</p> <p>RELATED SOCIAL ISSUES AND COMPETING VALUES: <i>Loyalty / Social Concern</i> — When should the individual be loyal to and proud of the family, community, or nation, and when should he / she be critical? <i>Social Consciousness / Self-Reliance</i> — To what extent should governments take responsibility for the general welfare of people (e.g., public transportation, recreation facilities, unemployment benefits)? <i>Personal Freedom / Personal Welfare</i> — Should governments have responsibility for protecting people's health and safety at the expense of personal freedoms (e.g., pollution, drugs)?</p>	
<p>VALUE OBJECTIVES</p> <p>Students shall develop personal growth in the following value-related areas:</p> <ul style="list-style-type: none">• An understanding of the diverse range of human needs and value positions to which democratic governments attempt to respond.• A positive feeling about one's own ability to take successful action within the democratic system to achieve personal and group goals.• An appreciation for the efforts of individuals and citizen groups who work toward the refinement of democratic processes in their local, provincial and national communities.• An ability to identify a range of positions on the desired degree of government responsibility for meeting basic needs, to predict consequences of choosing each of those positions, and to choose one whose related values are most desirable.	<p>KNOWLEDGE OBJECTIVES</p> <p>Students shall acquire information to develop interpretations of the following concepts and generalizations:</p> <p>Power</p> <p>"Politics" exist in our everyday lives within the family, classroom, school, and peer group, as well as in the broader community. We face questions of "politics" in dealing with disparities between ideals and realities, deciding on a balance of freedom and order, matching rights and responsibilities and controlling the abuse of power.</p> <p>In Canada, power is exercised through government at the federal, provincial and local levels.</p> <p>Influence</p> <p>Citizens in a democracy can influence their government through such basic principles as "election", "majority rule", "freedom of speech", and "universal suffrage".</p> <p>Individuals usually find working together more successful than working alone as a means of influencing the process of decision-making.</p> <p>Human Needs</p> <p>Governments have agencies that provide a variety of services to help people meet their basic needs. As the West became settled and populated, concerns were expressed for the creation of regional political institutions to address problems of human needs. The Province of Alberta was created in 1905 in response to such expressions of concern.</p>	<p>SKILL OBJECTIVES</p> <p>Students shall develop proficiency in all skill areas, including the following specific skills:</p> <p>Inquiry Skills and Examples</p> <p>A. Describe an issue involving types and amounts of responsibilities that governments should assume.</p> <p>B. Formulate hypotheses about likely consequences of governments assuming different amounts of responsibility on behalf of citizens.</p> <p>C. Interview resource persons to determine the ways that Alberta's first governments responded to human needs.</p> <p>D. Infer reasons why different people have different political views.</p> <p>E. Develop the concept of "power" through classifying examples of types of relationships between people.</p> <p>F. Make a policy decision for allocating specific powers to a level of government.</p> <p>G. Create a plan to maximize the input that people have into political processes.</p> <p>H. Examine the appropriateness of the proposal in a specific situation.</p> <p>Participation Skills and Examples</p> <p>A. Apply principles of "freedom of speech", "respect for others" to make a decision on a social issue.</p> <p>B. Demonstrate understanding of dilemmas regarding appropriate roles for government officials.</p> <p>C. Apply rules of procedure in simulating a government debate about which needs government should meet.</p> <p>D. Provide support for group members in resolving a dilemma involving government and personal freedom.</p>		

LEARNING RESOURCES *

- Grade One** Owen, Edward E. *One World: The Family* (Concepts A, B, C, D), Don Mills, Ontario: Fitzhenry & Whiteside Limited, 1972.
- Grade Two** Riddolls, Carole and Naomi Maruno. *The World of Me*. Toronto: McGraw-Hill Ryerson Limited, 1974.
- Ferry, Winnifred. Vanishing Communities Series: *Camel Herders of the North African Desert*. Agincourt, Ontario: General Learning Corporation, 1978.
- Grade Three** Knight, Lowry and Leslie Richards. *Cities Are For People*. Don Mills, Ontario: Oxford University Press, 1977.
- Grade Four** Barnett, Don C. and R. Pat Mogen. *Alberta, A People and A Province*. Don Mills, Ontario: Fitzhenry & Whiteside Limited, 1975.
- Birch, Daniel R. et al. Growth of A Nation Series: *Building A New Life* (1977); *In the Pioneer Home* (1978); *Settlement of the West* (1974). Don Mills, Ontario: Fitzhenry & Whiteside Limited.
- Grade Five** Birch, Daniel R. et al. Growth of A Nation Series: *Life in Acadia* (1976); *Life in New France* (1976); *Life of the Loyalists* (1975); *Northwest Mounted Police* (1974); *The Fur Trade* (1974). Don Mills, Ontario: Fitzhenry & Whiteside Limited.
- Birch, Daniel R. et al. *Growth of A Nation* (Study Prints). Don Mills, Ontario: Fitzhenry & Whiteside Limited, 1973.
- Arnold, Phyllis and Elaine Essien. *Settling the West*. Edmonton, Alberta: Canadian Social Sciences Services, 1978.
- Breeder, Robert L. (ed.). *Canada*. Rexdale, Ontario: National Geographic Educational Services, 1976.
- Wiley, William et al. *Canada, This Land of Ours*. Scarborough, Ontario: Ginn and Company, 1976.
- Grade Six** Crosher, Judith. Peoples of the Past Series: *The Aztecs*. Agincourt, Ontario: General Learning Corporation, 1976.
- National Geographic Society. *Ancient Civilization*. Rexdale, Ontario: National Geographic Educational Services, 1978.
- Marchand, E. *Working Together*. Edmonton, Alberta: Government of Alberta, 1976.
- Carlton, Alex. *Here's How It Happens, How Governments Work In Canada*. Agincourt, Ontario: Gage Educational Publishing, 1978.

* Additional titles will be added during the 1979-80 School Year.

HEALTH

Recommended Texts

RYERSON SERIES — *Dimensions in Health*

Gr. I	<i>All About You</i>	Irwin et al.
Gr. II	<i>You and Others</i>	Irwin et al.
Gr. III	<i>Growing Every Day</i>	Irwin et al.
Gr. IV	<i>Finding Your Way</i>	Irwin et al.
Gr. V	<i>Understanding Your Needs</i>	Irwin et al.
Gr. VI	<i>Choosing Your Goals</i>	Irwin et al.

LAIDLAW HEALTH SERIES

Gr. I	<i>Health 1</i>	Byrd et al.
Gr. II	<i>Health 2</i>	Byrd et al.
Gr. III	<i>Health 3</i>	Byrd et al.
Gr. IV	<i>Health Science 4</i>	Byrd et al.
Gr. V	<i>Health Science 5</i>	Byrd et al.
Gr. VI	<i>Health Science 6</i>	Byrd et al.

MACMILLAN HEALTH SERIES

Gr. IV	<i>Health Around the Clock</i>	Prunkl & Lougheed
Gr. V	<i>Health Through the Seasons</i>	Prunkl & Lougheed
Gr. VI	<i>A Lifetime of Health</i>	Prunkl & Lougheed

Overall Objective

To develop sound health habits and attitudes of the individual through a background of information based on the scientific facts about the body, its function and its care.

General Aims and Objectives

1. Body Structure and Function
To develop an understanding of body structure and function as a basis for healthful living.
2. Food and Nutrition
To develop the acquisition of good food habits, understandings, attitudes and appreciation as they affect the child's health.
3. Prevention and Control of Sickness and Disease
To develop in the child attitudes, appreciations, understandings and worthwhile practices which contribute to the protection and promotion of his own health and the health of the community.
4. and 5. First Aid and Safety
To help children recognize situations involving hazards and to develop habits of carefulness and obedience to safety rules at home, on the streets, in school or at play, and to help prepare children to face situations involving sudden illness or accidents.
6. Cleanliness and Personal Appearance
To develop those attitudes and appreciations which encourage continued improvement in acceptable appearance, cleanliness and correct posture.
7. Personal Development and Mental Health
To help the child acquire a sense of belonging and adequacy so that he can adjust to the demands of daily life and establish satisfactory relationships with others.

HEALTH SCOPE CHART

Grade I

Body Structure and Function

Care of skin

Keeping face, neck and hands clean

Careful attention to teeth and mouth

Food and Nutrition

Importance of milk and fruit juices

Development of pleasing eating habits

Cleanliness in handling foods

Prevention and Control of Illness and Diseases

First Aid and Safety

Awareness of common accidents in home

Slippery surfaces

Basement: Scene of many accidents

Safety in classrooms and halls

Safety on playground, playroom and gym

Safe bike practices

Appropriate behavior on bus

Toys on sidewalk

Safety patrol

Street and pedestrian safety

Cleanliness and Personal Appearance

Use of clean and appropriate clothing

Ways of caring for one's own clothing

Choice of chairs and tables that "fit"

Correct posture for sitting

Frequent change of position

Personal Development and Mental Health

HEALTH SCOPE CHART

Grade II

Temporary teeth replaced by permanent teeth
Development of healthy teeth depends upon food, cleaning and regular dental care
Good teeth are of great importance too

Prevention and control of colds and other infectious diseases
Awareness of classroom environment
Regular health examinations
Importance of staying home when ill
Avoidance of handling unfamiliar substances
Individual's obligations for cleanliness
Group's responsibility for healthful school environment
Community protection of foods
Relaxation after stimulating activities
Quiet, happy period before bedtime
Need for adequate sleep
Development of independence for bedtime and early morning routine
Importance of supervised and safe swimming areas on the beach
Avoiding potential sources of danger
Safety in the classroom and halls
Safety on the playground and in the gym

Care of hands and face
Care of hair
Pride in being neat and clean

Grade III

Skin care and protection
Cleanliness of face, neck, hands
Care of hair
Care of comb and brush
Care of nails
Good eating habits
Water is essential to the healthy body

Nutritive values of dairy products
Margarine as a substitute for butter
Variety of fruits and vegetables
Willingness to try new foods
Necessary foods for body building
Adequate breakfast, lunch and dinner
Acceptable eating habits
Elimination
Washing hands before eating

Persons who help us with traffic safety

HEALTH SCOPE CHART

Grade IV

Body Structure and Function

Eye—function, structure, care, tests
 Ear—function, structure, protection, defect
 Difficulties encountered by deaf and dumb
 Nose—function of; prevention of germs from entering body; health practices in care of
 Circulation—function, structure, rest periods

Food and Nutrition

Prevention and Control of Illness and Diseases

Relationship—bacteria—communicable diseases
 Early symptoms of illness
 Consideration of others when ill
 Signs of fatigue
 Selection of T.V. programs
 Alteration of quiet and active work or play
 Regular hours for sleeping
 Mental and emotional activities that release tensions

First Aid and Safety

Simple first aid for common accidents
 “Transportation” of victim
Home—common accidents, places and types
School—safety at schools, playground, games

Cleanliness and Personal Appearance

Routines
 Frequency of bathing
 Own responsibility in personal care

Personal Development and Mental Health

Art of relaxation
 Difference between humor and teasing
 Relationship between rest and behavior
 Friends
 Solutions of problems

HEALTH SCOPE CHART

Grade V

Respiratory—function, structure, infections, defects, protection
 Skeleton and muscles—function, structure
 Importance of exercise
 Structure of tooth
 Types of teeth
 Care of teeth: decay reduction
 Function of dentifrices
 Attitudes re bands, care of gums

Importance of rest
 Foods, cleanliness, immunization
 Causes and spread of diseases
 Caution in use of medicines and drugs
 Traffic—urban and rural
 Common causes and treatment in first aid
 Emergency situations (recognizing, dealing)
 Fire drills
 Prevention in home
 Water—rules for swimming, boating, ice
 Posture—body's framework
 Relationship—fatigue, posture
 Appearance
 Standards for acceptable behavior
 Facing difficulties squarely
 Facing reality
 Responsibility—leadership, followership
 Respect for self and others
 Worthy example to younger children

Grade VI

Eye—function, structure, care of, infection, eyeglasses
 Ear—function, structure, care of
 Nose and throat—structure, function, common diseases, care of cold
 Circulation—function, structure, care
 Digestive—structure, function, eating habits
 Relationship between fillings in teeth, consumption of food
 Nervous—function, structure, habits, care of
 Adequate diet
 Canada's food rules
 Quiet activities before and after meals
 Contribution to happy family mealtimes
 Effects of emotion
 Relationship—diet, body weight
 School health problems
 Selection of eating places
 Voluntary health agencies
 Canada's health problems
 Health heroes

Individual signs of fatigue
 Standards for sleep
 Importance of relaxation
 Opportunities and ways to relax
 Peer—group relationships
 Cooperative planning
 Solving individual problems
 Establishment of acceptable emotional patterns
 Forming worthwhile goals
 Study habits

ELEMENTARY SCHOOL PHYSICAL EDUCATION

OBJECTIVES

Physical education is concerned with the development of the whole child through the medium of carefully selected physical activities. As an integral part of the total educational program, physical education contributes to the physical, mental, social and emotional development of the child.

The program in physical education provides the child with an opportunity to develop:

1. motor skills
2. physical fitness
3. emotional control
4. socially acceptable behaviour and
5. desirable knowledge and attitudes to leisure time activities.

In order to achieve the objectives the teacher creates a learning situation which will ensure the optimum development of each child. Since no two children will progress at the same rate nor possess the same skills, the program must account for individual differences by providing latitude in activity experiences. This latitude is achieved through the use of the problem solving approach, which provides each child with the opportunity to proceed at his own rate in exploring and developing skills in movement, thus providing a situation in which each child realizes a sense of achievement, satisfaction and enjoyment.

CONTENT

Elementary school physical education should provide the child with broad movement experiences related to the three fields of physical activity — games, gymnastics and dance. The teacher should allow for experimentation, discovery, selection and consolidation. Problems are related to the management and control of the body. These problems, based upon analysis, are designed to make the child aware of what, where and how he moves. Each child is free to work

out the problems individually within the limits of his capabilities. The teacher, cognizant of the individual's ability, observes carefully and encourages maximum performance from each child.

The physical education program offers three types of lessons in the elementary school and all should be of equal importance in a well-balanced program.

1. Games

Games demand flexibility of thought and action. Emphasis is placed upon learning the fundamentals required for participation in the major games. The development of the following forms the basis of the games program in Divisions One and Two:

- a. Foot work and body work to develop body balance and general agility
- b. Awareness of the use of space
- c. Skill in handling balls, bats, sticks, pucks and birds
- d. Team work, which includes the basic elements of attack and defence.

As skill is acquired, these activities, with varied equipment, can be used in competitive games. The major emphasis at this level should be on lead-up games to the major team sports. The following sequence for the development of competitive games is suggested.

- a. 1 vs 1 (learning to outwit opponent)
- b. 1 with 1 (learning to co-operate)
- c. 2 vs 1 (some co-operation in attack and introduction of a defence)
- d. 2 vs 2 (adjustment from attack to defence)
- e. 3 vs 3 (some element of choice in selecting which player to use)

In Division II, the children should be able to cooperate in larger groups. It would seem desirable to restrict the number of players on a team to six and have several games in progress at the same time.

Skills and lead-up games for the following team and individual activities should be included: volleyball, basketball, softball, soccer, football, badminton, tennis, track and field, and hockey.

Where staff and facilities are available, instruction in skating and swimming should be included in the program.

2. Gymnastics

Gymnastics should provide skill in body management and control. The teacher attempts to build a repertoire of movement which can be applied in a number of situations and to a variety of small and large apparatus. Small apparatus such as hoops, ropes, canes, and skittles can be used. Large apparatus may include mats, benches, chairs, box horses, tables and climbing equipment. Movement themes relating to time, space, weight and flow will form the basis for problems presented at all grade levels. The problems set, and the responses of the children, will be dependent on the age and level of ability of the children.

The children are encouraged to develop sequences of movement which are transferred and adapted to the apparatus.

3. Dance

Dance should provide experience in expressive movement rather than the objective movement of the games and gymnastics lessons. In the dance program both ideas and feelings are expressed through movement. Movement is enjoyed for its own sake, for its quality, shape and pattern. The teacher provides the kind of material that stimulates the imagination, helping children to give clear shape and form to their ideas and opening for them, as they become ready, fresh possibilities in the field of movement.

In Division Two, simple folk and square dance can be included as part of the dance program.

Children may dance without accompaniment, dance to music, or music may arise from, and be fitted to, their dance.

ART

General Objective

Through the provision of art experiences and through the use of a wide range of media and materials, to foster and encourage the personal development and growth in sensitivity, in appreciation, in understanding and in the productive abilities of each pupil in the elementary school program.

Specific Objectives:

1. To assist each child to grow in sensitivity and perception:
 - (1) to *see* in order that he may become visually sensitive to the nature of line, shape, form, tone, color and the organic structures which characterize design in nature and in man-made objects.
 - (2) to *touch* so that he may develop tactile awareness of texture, form and shape.
 - (3) to *think*, through questioning, analyzing, and discussing such similarities, differences and harmonies as he finds in nature, in his own work and the work of others, and in so doing, to establish self-standards of workmanship and appreciation.
 - (4) to *feel* by responding emotionally to his own involvements with art, as well as to the experiences of others, as expressed in line, form and color, and in the language of symbols.
 - (5) to *dream*, by capitalizing on the capacity for wonder; to develop the power to improvise, to extend, to pursue, and to seek answers through inquiry and experimentation.
 - (6) to *make*, by developing the power to initiate creative activity, and from the selection of an idea, to the choice of materials, through to the attainment of a finished product, learn the satisfaction that comes from making something of one's own—a personal statement.
2. To provide each child with a comprehensive set of experiences that will develop his visual, manipulative, imaginative, evaluative and aesthetic powers.
3. To help each child learn to explore the possibilities of a variety of art media and of basic materials in two-dimensional and three-dimensional form.
4. To assist each child to acquire basic artistic skills and techniques and to improve those skills through expanding, enriching experiences or through progressively greater concentration or by a change in emphasis.
5. To get each child to understand and use the common vocabulary of expression and interpretation, the language of art, through meaningful experiences and through self-study or directed study and research.
6. To correlate art with other aspects of the curriculum in order to make the art program more functional and to illustrate how art permeates the whole field of learning.
7. To ensure the opportunity for successful and enjoyable experiences and individuality and pride in achievement on the part of every student.
8. To provide valuable group experiences through joint cooperative projects.

9. To have children discuss their own and their classmates art experiences and products and to learn how to display their completed work effectively.

CONTENT

The Elementary Art Program as outlined in the Scope and Sequence charts is a broad, sequential, structured Art program stressing the two major aspects of Art education: *Creating Art* and *Understanding Art*. This division of the program is not capricious; it should be clear that understanding of the nature and variety of art is of equal importance to creating art products. Indeed for the majority of students, it is quite likely that the appreciative aspects of art education will have the greater impact on their lives.

Five broad skill or experience areas are to be presented at each of the four levels of schooling (pre-school, K-1-2, 3-4 and 5-6). Drawing, Painting, Printmaking, Sculpture (including modeling and constructing) and Fabric (including fabric decoration) are the experience areas to be explored. The capabilities, interests and enthusiasm of the teacher as well as of the students will help to determine the extent of development of each aspect of the program.

Although the program is structured, the intent is not to be restrictive or prescriptive. Rather it is to provide the basic guidelines within which the teacher should operate. The individual teacher and each school staff should have freedom to plan an art program which will provide extensive, rich, rewarding and meaningful art experiences for the students. The actual program, however, will vary from school to school, and from one community to another. Care must be taken to ensure that the students' learnings are increasing in depth and breadth rather than being merely repetitive as the children advance through the grades.

MATERIALS, EQUIPMENT AND RESOURCES

In order to implement a worthwhile program in Art, basic materials, equipment, resources and time must be made available.

RECOMMENDED REFERENCES BOOKS

Emphasis	Authors	Title	Publishers	Level
DRAWING	Borten, H.	<i>Do You See What I See?</i>	Abelard-Schuman, Toronto	K-4
	Boylston, E. R.	<i>Creative Expression with Crayons</i>	Reinhold Publishing Corp., N.Y.	K-6
	Rottger & Klante	<i>Creative Drawing: Point and Line</i>	Reinhold	4-6
PAINTING	Spilka, A.	<i>Paint all Kinds of Pictures</i>	Henry Z. Wolch Inc., N.Y.	K-4
	Petterson & Gerring	<i>Exploring with Paint</i>	Reinhold	4-6
PRINTMAKING	Andrews, M.	<i>Creative Print-making</i>	Prentice-Hall, N.J.	K-6
	Ofa, Koshi et al.	<i>Printing for Fun</i>	Obolensky, N.Y.	K-6
	Hawkinson, J.	<i>Collect, Print and Paint from Nature</i>	Whitman	3-6
SCULPTURE modelling constructing	Reed & Orze	<i>Art from Scrap</i>	Davis Publications	4-6
	Rottger, E.	<i>Creative Clay Craft</i>	Reinhold	K-6
	Johnson, P.	<i>Creating with Paper</i>	U. of Wash. Press, Seattle	K-6
FABRIC	Rainey, S.	<i>Weaving Without a Loom</i>	Davis Publications	3-6
	Krevitsky	<i>Stitching: Art & Craft</i>	Reinhold	5-6
	Alexander	<i>Fifteen Simple Ways to Weave</i>	McKnight & McKnight, Bloomington, Ill.	3-6
GENERAL	Lark-Hoorwitz et al.	<i>Understanding Children's Art for Better Teaching</i>	Chas. Merrill Books, Columbus, Ohio	K-6
CURRICULUM	Wackowcak & Ramsay	<i>Emphasis: Art</i>	International Text-books, Scranton, Penn.	K-6
DESIGN	Wilson	<i>An Alphabet of Visual Experience</i>	International Text-books	K-6

FILMS

Emphasis	Title	Source	Level
UNDERSTANDING ART	<i>Discovering [Series]</i>	Film Associates, California	

PAMPHLETS

Emphasis	Title	Publisher	Level
PLANNING	<i>Planning Facilities for Art Instruction, N. A. E. A.</i>	Dept. of N.E.A., Washington, D.C.	

FILMSTRIPS

Emphasis	Title	Source	Level
DRAWING	<i>Primary Grade Art Series—Drawings</i>	McGraw-Hill	K-2
	<i>Sketching with Crayons</i>	McGraw-Hill	3-6
PAINTING	<i>Primary Grade Art Series—Painting</i>	McGraw-Hill	K-2
	<i>Finger Painting</i>	McGraw-Hill	K-2
	<i>Working with Paints</i>	E.F.B.	
	<i>Water Colors, Intermediate Art Series</i>	Young America	5-6
PRINTMAKING	<i>Art Activities for Primary Grade Series, Printmaking</i>	S.V.E.	3-4
	<i>We Print Designs and Pictures</i>	Art in Our Classroom Series, E. F. B.	1-6
	<i>Potato Printing</i>	Intermediate Art Series Young America	5-6

Filmstrips [cont'd]

Emphasis	Title	Source	Level
SCULPTURE	<i>Clay Modeling & Primary Grades Art Series</i>	McGraw-Hill	K-2
	<i>Clay Modeling, Classroom Crafts Series</i>	Curriculum	3-6
	<i>Mosaics</i>	S. V. E.	3-4
	<i>Collage</i>	S. V. E.	3-4
	<i>Wood Constructions</i>	S. V. E.	3-4
	<i>Experimenting with Sculpture</i>	E. B. F.	5-6
FABRIC	<i>We Make Designs with Needle and Thread</i>	E. B. F.	1-6
	<i>Weaving on Cardboard</i>	Bailey	
	<i>Weaving—Intermediate Art Series</i>	Young America	5-6
	<i>Wall Hangings—Exploring Art Techniques</i>	Bailey	K-6
DESIGN COMPOSITION & APPRECIATION	<i>Looking for Composition [Series]</i>	Bailey	K-6
	<i>Native Art</i>	N. F. B.	
	<i>Artists of Canada [Series]</i>	N. F. B.	
	<i>Artists of Many Lands, [Series]</i>	Eyegate	
	<i>Elements of Art [Series]</i> <i>This is a Line, This is a Shape</i>	J. Handy	

ELEMENTARY ART
SCOPE AND SEQUENCE
CHARTS

- | | |
|----------|------------------------------------|
| 1 | GRADES: K, 1, 2
AGES : 5, 6, 7 |
| 2 | GRADES: 3, 4
AGES : 7, 8, 9, 10 |
| 3 | GRADES: 5, 6
AGES : 10, 11, 12 |

CREATING ART

1

SKILL	Activity	EQUIPMENT	THEMES	STIMULATION
DRAWING	Experimentation in symbolism.	Crayons, chalk, brushes, tempera, paper, chalkboard.	Anything within child's experience. "Me" is paramount.	Music, conversation, stories, songs, pictures, activities at school and home. Visual cues.
PAINTING	Painting experience with textures, space Finger painting Finger dabbing Spray painting.	Finger paint, Tempera mixed, Tempera dry, Tempera block, Brushes, sponges, Twigs, weeds, paper, Water container, Soap flakes.	Anything within child's experience. "Me" is paramount.	Materials, stories, conversation, songs, poetry, pictures, School and Home activities, Visual cue (line, shape, spot of color).
PRINT-MAKING	Rubbings, mono-printing, clay printing, gadget printing, block printing.	Crayons, colored chalk, pencils, paper (pliable), textured surfaces, weeds, leaves, paint, clay, plasticine.	Themes within the experience of the child to enhance surface areas with patterns.	Texture (discussion), textures in environment: clothing, nature, home. Observation of rich detail in pattern, texture, decoration.
SCULPTURE	Modelling, sculpting, constructing.	Doughs, plasticine, clay, asbestos, sawdust, simple tools, cardboard, plastic, balloons, cord, adhesives, found objects.	Expressive subjects: animals, vehicles, heads, figures, puppets, buildings. Non-objective forms. Geometric shapes, collages, montages, mosaics, mobiles.	Handle media to develop an awareness of a new dimension. Visual and verbal cues. Action, animation, expressiveness to be encouraged.
FABRICS AND FABRIC DECORATION	Simple stitchery, simple applique (glued or stitched), cardboard support weaving, crayon, chalk, on fabric.	Needles, thread, cord, scraps of fabric, crayons, raffia, wool, electric iron.	Shapes: animals, flowers, buildings.	Materials and techniques.

UNDERSTANDING ART

PERCEPTUAL DEVELOPMENT	ART OF THE PRESENT	ART OF THE PAST	CORRELATION
Developing awareness of differences and descriptive aspects of line. Field trips.	Observations of classroom art, artists, child art, Linear aspects of buildings, machines and household objects.	Drawings in story books. Primitive art.	Social studies, language, arithmetic, reading, creative writing.
Differences in color, shape, texture. Application of simple discrimination to work done in class.	Examination of above-mentioned art to distinguish (1) color, (2) shape, (3) texture, also (1), (2), (3) in buildings, household objects, nature.	Paintings in books. Painting of different periods: animals, family, life, games, changes in season.	Reading and language for vocabulary of color, shape, texture. Science, social studies for theme materials. Murals.
Feeling, describing, and depicting simple textures in environment. Collection of textured materials.	The many uses of printing. Printing on paper, fabrics, metal, glass.	Rubbings from stone carvings.	Illustrating themes from other areas in curriculum.
Awareness, form, mass, space. Texture in environment. Developing tactile sense and spacial perception.	See and touch sculpture and ceramics. African, Eskimo sculpture. Sculpture with child appeal.	Heritage of three-dimensional art and architecture. Using models and photographs.	Models of social studies subjects. Dramatizations, Puppetry.
Observing the uses of fabrics and fibres. Appreciating textures and decorated fabrics.	Weaving and stitching around the world, especially primitive cultures.	Baskets, rugs, mats, and hangings from past eras.	Decorating aprons, head pieces, mats, curtains, playhouse materials, puppetry.

CREATING ART

2

SKILL	Activity	EQUIPMENT	THEMES	STIMULATION
DRAWING	Freeforms, objects, figures.	Crayons, chalk, charcoal, brushes, soft pencils, sponge, paper, plasticine, fabric.	Personal experiences. Imagination. Thinking rather than drawing.	Dramatizations, art materials, films, recordings, discussions, field trips, observation.
PAINTING	Designs, pictures, illustrations, murals, finger painting.	Tempera (mixed and dry), Tempera block, bristle brushes, hair brushes, sticks, weeds, toothbrushes, variety of papers (wet or dry).	Personal experiences and observation. Imagination.	School and home activities. Dramatizations, art materials, films, recordings, discussions, field trips, emotions, stories, poetry.
PRINT-MAKING	Block, brayer, vegetable, hand printing. Stencilling.	Blocks of wood, cardboard, rubber (foam or inner tube), plywood, leather, tempera paint, starch, brayer or brush, paper, corks, fabric, sponge, string, knife, stamp pad.	Animals, flowers, letters, symbols (sports events). All-over border patterns. Overlapping. Picture making.	Materials, repeated patterns in environment. Experimenting and creating arrangements with patterns.
SCULPTURE	Modelling, sculpturing, constructing. Manipulative experience with form.	Clay, asbestos, sawdust, papier-mache, cardboard, plastic bags, styrofoam, wire, wax, plaster, balloons, ice, snow, soft wood, simple tools, adhesives.	Subjects suitable to the material. Masks, puppets, relief and incised designs, pottery, panoramas, dioramas.	Materials and techniques. Arrangement and design in the third dimension. Design in motion.
FABRIC AND FABRIC DECORATION	Stitchery, weaving, decorating cloth.	Needles, thread, fabrics, dowels, hangings, cardboard for weaving frames, raffia, wool, twine, weeds, ink, paint, dyes, crayons, pastels.	Creation of a material using fibres. Simple surface enrichment.	Various kinds of stitches. Designing with fibres.

UNDERSTANDING ART

PERCEPTUAL DEVELOPMENT	ART OF THE PRESENT	ART OF THE PAST	CORRELATION
Line and implied line. Collection of examples of linear pattern.	Styles of various artists. Line in printed materials. Visiting artists. Eskimo, Oriental, Mexican, Indian prints.	Reproductions of work of artists: texture, line, quality.	Social Studies, science. Drawing to music. Creative writing.
Color, texture and patterns in environment.	Paintings of various artists re: use of color, shape, texture. Exhibits, demonstrations, gallery tours.	Prints, films, filmstrips. Color, shape, texture in art of cultures studied in social studies.	Social Studies, Science, Reading, Language, Music. Decorating school windows. Stage sets, costumes.
Textures and possibilities in observing each print-making technique.	Field trips to print-making institutions. Eskimo, Oriental prints. Printing techniques in commerce.	Reprints, films of printmaking by artists of various cultures from social studies.	Make an illustrated publication including creative writing as well as art. Posters, invitations, cards, lettering skills.
Line and space texture balance. Light and shadow in modeled or carved objects. Simple design, form.	Opportunity to see, to touch, to discuss sculpture and architecture in community. Visit galleries and museums.	Sculptural and architectural heritage in countries in social studies. Use of masks, totems in primitive societies.	Dramatization with masks. Displays in three-dimensional form to illustrate concepts in other subjects.
Texture, design and surface enrichment in fabric.	Weaving, raffia, reed, bamboo. West Coast Indian, Quebec, local craftsmen. Cultures in Social Studies	Weaving heritage in countries studied in Social Studies	Stitched wall hangings illustrating stories. Clothing: puppets, back drops, dolls, doll clothing.

CREATING ART

3

SKILL	Activity	MATERIALS	THEME	STIMULATION
DRAWING	Non-objective and objective: figure, group, gesture, structural drawings. Scratch-O-grams.	Crayons, chalk, pencils, charcoal, pens, ink, paint and brushes, variety paper, drawing boards, fabric, plasticine.	Awareness of the world: observation, experience, imagination.	Arrangments, poses, natural groupings. Experimentation, conjecture, nature, music.
PAINTING	Design and picture making.	Dry and liquid tempera. Temp- era block, water- color, finger paint, brushes, sponges, twigs, sticks, papers (variety).	Observation: figures, emotions, animals, ma- chines, plants, buildings, faces, night-day, rocks, sports, careers.	Ideas and feelings. Arrangements, poses, groupings, materials, conjec- ture, experimen- tation, stories, poems.
PRINT- MAKING	Block & screen printing, Engraving: wax, clay, plastic, film, wood, photo- grams.	String, wood- blocks, linoleum, cutting gouges, printing ink, brayer, frame, cloth, squeegee, finger paint, sten- cil paper, sten- cil knife, X-ray film, tools for incising, wringer for press, paper (sensitized), rubber.	Patterns, non- objective design: people, animals, landscape, air- scape, still life, book-plate designs, special events, mono- grams, sport symbols, archi- tecture.	Texture in con- trast to non- texture. Study of design and arrangement. Manipulation of materials and experimentation with techniques.
SCULPTURE	Modelling, sculpting, constructing.	Clay, plaster, ver- miculite, wire, toothpicks, leather, metal, sawdust, wax, wood, roots, papier-mache, salt, soap, simple tools, bottles, balloons.	Linear sculpture and construction. Free standing and relief sculp- ture. Useful objects. Collage, montage, assemblage.	Visual, verbal, tac- tile stimulations from films, discussions and experience. Art materials. Fantasy: Science fiction, dreams, imaginary forms.
FABRIC AND FABRIC DECORATION	Weaving, basketry, fabric paint- ing, tie-and- dye, twist-and- dye, simple batik, stitchery, applique, knitting.	Natural and man- made fibres and materials. Fabric, paints, dyes, wax, thread, needles, wool, cord, braid, but- tons, sequins, reeds, looms.	Creation of materials using fibres. Surface enrichment through objective and non-objective designs.	Contemporary artistic wall hangings and tapestries. Materials and techniques.

UNDERSTANDING ART

PERCEPTUAL DEVELOPMENT	ART OF THE PRESENT	ART OF THE PAST	CORRELATION
Knowledge of line and implied line to indicate: action, strength, tranquility, power, personality, etc. Collection of photographs, sketches to illustrate these.	Viewing of films related to drawing. Line as in commercial art. Use of various drawing tools to make varied lines.	Study of use of line in masterpieces of cultures studied in social studies.	Drawing correlated with every subject. Sketch book—an essential part of pupil equipment.
Knowledge of color, shape, texture. Role of intensity, detail, overlapping and size to indicate distance. Light and dark, bright and dull color in three-dimensional form and depth.	Films related to paintings. Art galleries. Painting in contemporary design, advertising, movies. Examination of prints for difference in composition, application of paint, importance of mood.	Study of painting: films, prints, illustration of art of peoples studied in social studies. Treatments of similar subjects in various cultures. Ways in which styles have developed in common.	Social studies, science—light and color reading—related to painting. Stagecraft costumes for pageants, operas. Murals and friezes.
Tonal and textural qualities in printmaking techniques. Knowledge of texture and tone to enrich picture compositions.	Screen printing for art or commercial jobs. Meaning of printmaking. Qualities of various printing techniques: serigraphy, etching, engraving, lithography, wood cuts, photography.	Study of examples of etchings, lithographs, wood cuts by famous artists of the past.	Poems, stories, songs, topics from science or social studies. Staging a show or sale of class prints. Photography in art and science. Lettering.
Space, mass, texture, tone, balance. Basic design vs. applied design. Positive and negative shapes.	Contemporary architecture and sculpture of the community. Visual aids depicting sculpture.	Roles and relationship of architecture and sculpture in development of cultures studied in the social studies program.	Sculptural effect of rivers and streams. Landscape design. School sculpture. Space and mass in regard to town planning. Stage settings.
Distinguishing between various kinds of fabrics. Awareness of texture and design in fabric. Man-made designs and nature forms.	Films about fabric making. Study of new synthetic fibres. Clothing and fabrics from other cultures. Weavers at work.	Clothing and fabric decoration of other societies. Chinese silks, Medieval tapestries, Spanish serapes, hats, Indian saris.	Stage presentations. Social studies displays.

MUSIC

General Objectives

The general objectives of the elementary music program shall be:

- To help children develop an awareness and sensitivity to the aesthetic aspects of music in our culture.
- To provide frequent opportunities for children to discover and to experiment with music in all its forms.
- To help children develop their own creative powers through music.
- To help children acquire musical skills and to provide opportunities for children to use those skills.

Specific Objectives

For Years One, Two and Three

- To develop an awareness of many kinds of music through listening, moving, singing and playing instruments.
- To develop an ability to sing in tune, easily and correctly, a large and varied repertoire of songs, and to begin to read the music of these songs.
- To experiment with a variety of instruments to develop the ability to hear and read music, to provide accompaniments to songs, and to use as a means to create original compositions.
- To develop self-expression and a response to music through creative movement and dance.

For Years Four, Five and Six

- To further develop an awareness of many kinds of music and many cultures, through listening, moving, singing and playing instruments.
- To further develop the ability to read and sing, in tune, a large and varied repertoire of unison and part songs.
- To continue to use a variety of instruments to develop the ability to hear and read music, to provide accompaniments to songs, and to use as a means to create original compositions.
- To develop self-expression and a response to music, as well as understanding of form, through creative movement and dance.

YEAR 1

Concepts

A. Rhythm

1. Music may move to a steady beat.
2. Beats may be grouped in 2's and 3's.
3. There are strong and weak beats in music.
4. Music is made up of long sounds, short sounds and silences.
5. Sounds and silences may move to the beat in music.
6. Long sounds, short sounds and silences may be grouped to form rhythmic patterns.

B. Melody

1. Sounds may be high or low.
2. A sequence of sounds may move from low to high, or high to low, or be repeated.
3. Melody is a sequence of sounds moving up or down, by step or skip, or by repeating.
4. Sounds may be organized in rhythmic patterns in a melody, and may be repeated.
5. Melody moves from left to right in printed music.

C. Harmony

1. Two or more sounds can occur simultaneously.
2. Some sounds seem to belong together and are called chords.
3. Chords may accompany melodies.

D. Form

1. Melodies form phrases.
2. A phrase is a musical sentence.
3. A phrase has a beginning and an ending.
4. Some phrase endings are strong.
5. A phrase has a shape which may go up or down or repeat.
6. Music can be organized into sections — alike or different. The sections may be made up of phrases.

E. Expression

1. The beat in music may be fast or slow (tempo).
2. Music may be soft or loud (dynamics).
3. Sounds around us have different tonal qualities (tone color).
4. Musical instruments have different tonal qualities.
5. The human voice has different tonal qualities.
6. Music can be part of our work and play (mood).
7. Music is important for special holidays and seasons.
8. Music may express our feelings.

F. Related Arts

1. We listen to music. We look at pictures.
2. Our ears can hear more than one sound at a time. Our eyes can see more than one thing at a time.

3. There are many kinds of music, many kinds of pictures, many kinds of clothes, many kinds of buildings.
4. Music can describe a story.
5. Music can describe other people in other times and places.

YEAR 1

Skills

A. Listening

- Listen to environmental sounds — school, home, weather, animals, machines.
- Identify and compare sounds — high-low, loud-soft, short-long, slow-fast, up-down.
- Listen to voice sounds.
- Listen to musical instruments.
- Listen to music — high-low, loud-soft, short-long, slow-fast, up-down.

B. Moving

- Move to environmental sounds.
- Mime animals, machines, and other sounds.
- Follow the beat in music by clapping, walking, running, hopping, galloping.
- Respond to beat, accent, rhythmic pattern.
- Improvise movement for high-low, loud-soft, short-long, slow-fast, up-down.
- Learn simple folk-dances, action songs, singing games.

C. Singing

- Respond to tone-matching and echo games.
- Recognize and respond to hand signals for s-m, s-m-l.
- Sing in tune many rhythmic and melodic songs, singing games and action songs.
- Sing with ease alone or in a group.

D. Playing Instruments

- Respond to echo-clapping.
- Accompany singing with clapping and moving to the beat, accent, rhythmic pattern.
- Learn to play rhythm instruments correctly to follow beat, accent, rhythmic pattern.
- Choose instruments appropriate to music.
- Plan simple rhythmic patterns for one or more instruments.
- Follow simple rhythm band scores.

E. Reading

- Echo-clap and chant rhythmic patterns.
- Recognize rhythmic patterns on large charts and follow from left to right.
- Draw "stick" rhythm patterns on paper.
- Respond to simple instrumental scores on large charts.
- Respond to hand signals and staff notation of s-m, s-m-l.
- Build melody patterns on staff on flannel board.

F. Creating

Create suitable sound effects for poems and songs.

Use instruments to create sounds of high-low, loud-soft, slow-fast, short-long, up-down.

Create singing conversations.

Create new singing games.

Make up new words to songs.

Draw pictures to illustrate songs.

Dramatize songs and musical plays.

YEAR 2

Concepts

A. Rhythm

Continue development of Concepts 1-6.

7. Rhythmic patterns can accompany melody.
8. Rhythmic patterns may move in relation to the beat in music.
9. A sound or a silence may be longer, shorter or the same as another sound.
10. An accent is a sudden stress in music.
11. Beats may be grouped by accent.
12. Instruments or voices can create accents.

B. Melody

Continue development of Concepts 1-5.

6. Printed symbols in music show the direction of the melody.
7. Melodies may end on a low note or a high note.
8. Some instruments play low notes, some play high notes.
9. A melody may have an ending or resting tone (tonal).
10. Some melodies do not have an ending or resting tone (atonal).

C. Harmony

Continue development of Concepts 1-3.

4. Major and minor chords have different sounds.
5. Two or more melodies can occur simultaneously.

D. Form

Continue development of Concepts 1-6.

7. Sometimes a section is repeated.
8. A number of sections makes up a whole piece of music.
9. Sections may be identified by letters (AB, ABA, ABAB).
10. There may be an introduction and an ending (Coda).

E. Expression

Continue development of Concepts 1-8.

9. Music may be fast or slow and may change from one to the other suddenly or gradually (tempo).
10. Music may be soft or loud and may change from one to the other suddenly or gradually (dynamics).
11. The words of a song are very important to the understanding of the song (text).

F. Related Arts

Continue development of Concepts 1-5.

6. Patterns repeat in music, in dancing, in building, in art.
7. Patterns vary and form contrasts in music, in dancing, in building, in art.

YEAR 2

Skills

A. Listening

Continue to develop skills acquired in Year 1.

- Listen to rise and fall of melody.
- Find patterns in music.
- Find phrases in music.
- Identify voices and instruments.
- Listen to seasonal and holiday music.
- Listen to music which describes a story.

B. Moving

Continue to develop skills acquired in Year 1.

- Improvise free rhythmic movements to poems and song. Move to ostinato patterns.
- Move freely to form in music (like phrases, unlike phrases).
- Add to repertoire of singing games, action songs and folk dances.

C. Singing

Continue to develop skills acquired in Year 1.

- Continue sol-fa training with hand signals.
- Respond to tone-matching with other voices, piano, xylophone, resonator bells.
- Sing with ease and accuracy many folk songs, seasonal and holiday songs.
- Take turns conducting songs.

D. Playing Instruments

Continue to develop skills acquired in Year 1.

- Play tone-matching and "conversational" games with melody instruments (xylophones, tone educator bells).
- Plan and play rhythmic and melodic ostinato patterns to accompany songs.
- Use the pentatonic (5 note) scale as accompaniment to pentatonic songs.

E. Reading

Continue to develop skills acquired in Year 1.

- Draw "stick" rhythm patterns from dictation (teacher claps pattern).
- Follow notation from left to right while singing and playing.
- Recognize half, quarter, eighth notes, time signatures 2/4, 3/4.
- Recognize staff, clef sign.
- Recognize phrases.
- Take turns conducting.

F. Creating

Continue to develop skills acquired in Year 1.

Create rhythmic and melodic ostinati for poems and songs.

Create pentatonic accompaniments for poems and songs.

Create new dances to accompany form in music.

Go for a walk to find form in pictures, buildings.

YEAR 3

Concepts

A. Rhythm

Continue development of Concepts 1-12.

13. Sounds and silences have duration which is relatively long or short (whole, half, quarter, eighth notes and rests).

14. Beats in music may be grouped in 2's and 3's. Sometimes both may occur in the same music.

15. Some music may have no steady beat.

16. A meter signature tells how many beats in a measure (the top number) and the kind of note which gets one beat (the bottom number).

B. Melody

Continue development of Concepts 1-10.

11. A scale is an organization of pitches.

12. Melodies may move by scale steps or skips.

13. Two notes are an octave apart if they fall on 1 and 8 of a diatonic scale.

C. Harmony

Continue development of Concepts 1-5.

6. Music may have a melody alone, a melody with chords, or two or more melodies together and may change from one to another of these in the same piece.

7. Chord changes can be heard to lead to a tonic (keynote) chord in major and minor keys.

D. Form

Continue development of Concepts 1-10.

11. Musical phrases may be short or long and give organization to music.

12. Musical phrases and sections may be repeated or may be varied by changing some of their parts.

13. Repetition and contrast give unity and variety to form in music.

E. Expression

Continue development of Concepts 1-11.

12. Tempo creates a sense of feeling about music.

13. Changes in dynamics add to the effect of music.

14. Musical instruments produce tone color by being blown, bowed, plucked, strummed, struck, scraped or shaken.

F. Related arts

Continue development of Concepts 1-7.

8. When pieces of music have some general sound, they are in the same style. There are styles of cars, building, clothes, painting, dancing.
9. Styles change with time.

YEAR 3

Skills

A. Listening

Continue to develop skills acquired in Years 1 and 2.

Identify contour in melody.

Discover tempo, tone color and dynamics.

Identify instruments.

Discover major and minor chords.

Listen for tonic (keynote) chord.

Find repetition and contrast.

Identify form (ABA).

Compare styles of music.

Be an attentive member of an audience.

B. Moving

Continue to develop skills acquired in Years 1 and 2.

Use body movement to illustrate poems, songs and stories.

Improvise movement to illustrate form in music.

Take part in advanced singing games, musical plays, operettas.

Develop rhythmic patterns through movement.

C. Singing

Continue to develop skills acquired in Years 1 and 2.

Continue sol-fa training with hand signals.

Sing ostinato patterns with songs.

Learn 2 part rounds.

Sing with expression and good enunciation.

Sing with various instrumental accompaniments.

Sing alone or in a group, unaccompanied.

D. Playing Instruments

Continue to develop skills acquired in Years 1 and 2.

Rhythm Instruments — sound effects and accompaniment to songs (Ostinato patterns).

Xylophones — tone-matching. Scale activities, creating melodies, ostinato patterns.

Resonator (tone educator) bells — tone-matching, ostinato patterns, pentatonic melodies and accompaniment, building chords with individual bars.

Orff instruments — create original compositions, scores.

E. Reading

Continue to develop skills acquired in Years 1 and 2.

Recognize other time signatures.

Continue sol-fa training.

Respond rhythmically and melodically to printed music on charts and in books.

Follow own part in instrumental score.

Develop ability to notate rhythm and melody patterns.

F. Creating

Continue to develop skills acquired in Years 1 and 2.

Look for styles in music, painting, buildings.

Discover repetition and contrast in other forms than music.

Through instrumental and singing activities, create own music. Discover how to notate original compositions.

Perform original works for an audience.

YEAR 4

Concepts

A. Rhythm

1. Music moves to a steady beat.
2. Beats may be strong or weak.
3. When beats occur in sets of 2's, 3's, or 4's, there is rhythmic organization.
4. An accent is a sudden stress in music. Beats may be grouped by accent.
5. Some music may have no steady beat.
6. A meter signature tells how many beats in a measure, and the kind of note which gets one beat.
7. Meter changes may occur in a piece of music.
8. Long sounds, short sounds and silences (rests) may be grouped to form rhythmic patterns which move to the beat.
9. Sounds and silences have duration which is relatively long or short (whole, half, quarter, eighth and sixteenth notes and rests.)
10. Dotted notes add special effects to rhythmic patterns.
11. Syncopation occurs when accents fall on beats which are usually unaccented.

B. Melody

1. Sounds may be high, middle or low.
2. Melody is a sequence of sounds moving up or down by steps, or skips or by repeating.
3. An interval is the space between two sounds.
4. An interval may be changed by an accidental.
5. Intervals give shape or contour to a melody.
6. Sounds may be arranged in scales.
7. Key signatures are related to scales.
8. A melody may have an ending or resting note (tonal).

9. Some melodies do not have an ending or resting note (atonal).
10. Melodies are related to key signatures.
11. Melody moves from left to right in printed music, and symbols show its direction.

C. Harmony

1. Two or more sounds can occur simultaneously.
2. Some sounds seem to belong together and are called chords.
3. Chords I, IV, V and V_7 are used often to accompany melodies.
4. Major and minor chords have different sounds.
5. Chord changes can be heard to lead to a tonic (keynote) chord in major and minor keys.
6. Music may contain a melody alone, a melody with chords, a melody sung as a round, or a melody with a counter melody.

D. Form

1. Melodies form phrases.
2. A phrase is a musical sentence with a beginning and an ending.
3. Phrases organize music.
4. A cadence is the ending point of a phrase.
5. Some cadences are stronger than others.
6. Phrases may be repeated, or varied by changing some of their parts.
7. Sections may be identified by letters (AB, ABA, ABACA).
8. Repetition and contrast give unity and variety to form in music.
9. Introductions, interludes and endings (codas) are parts of music.
10. Repeat signs and first and second endings are found in music.

E. Expression

1. Music may be fast or slow and may change from one to the other gradually or suddenly (tempo).
2. Such terms as ritard, accelerando, allegro and andante refer to tempo.
3. Music may be soft or loud and may change from one to the other gradually or suddenly (dynamics).
4. Such terms as piano, crescendo, forte, decrescendo, refer to dynamics.
5. Music may be performed smoothly (legato) or with each note detached (staccato).
6. The human voice has different tonal qualities and is an expressive instrument.
7. Musical instruments have distinctive tonal qualities and may be grouped according to these.
8. Mood may be expressed in music.
9. The words of a song (text) are important to the understanding of the song.

F. Related Arts

1. In music, patterns are made by rhythms and melodies to be heard. In art, patterns are made by lines and shapes to be seen.
2. All of the arts use repeated ideas and contrasting ideas.
3. There are styles in all the arts.
4. Music may have a strong focus (key) for the ear, just as art uses a strong focus or centre of interest for the eye.

5. Stories and legends may be performed through the music of other cultures. Distinctive rhythmic and tonal qualities may be used.
6. Music describes other people in other times and places.

YEAR 4

Skills

A. Listening

Identify and compare environmental sounds.
Identify sounds of musical instruments.
Learn the four families of the orchestra — string, woodwind, brass, percussion.
Identify ranges of the human voice — soprano, contralto, tenor, bass.
Discover rhythmic and melodic patterns in music.
Identify phrases in music.
Identify tonic (keynote) chord and major and minor chords.
Discover tempo, tone color and dynamics.
Identify AB, ABA and rondo forms.
Find introductions, interludes and codas in music.
Identify repetition and contrast.
Listen to seasonal and holiday music.
Listen to music which tells a story.
Develop an understanding of music in other times and places, and be familiar with composers of that music.

B. Moving

Imitate environmental sounds in movement.
Respond to beat, accent, rhythmic pattern.
Use precise body movements to illustrate rhythmic and melodic patterns.
Create movement to illustrate phrase, repetition, contrast, AB, ABA and rondo patterns, introductions, interludes and endings (codas).
Learn many traditional folk dances.
Use body movement to illustrate poems, songs and stories.
Through movements, show awareness of changes in tempo, dynamics and mood.

C. Singing

Respond to tone-matching and echo singing games.
Recognize and respond to sol-fa hand signals.
Improvise and sing ostinato patterns.
Sing in tune with various instrumental accompaniments.
Sing in tune alone, or with others, unaccompanied.
Sing in tune with expression and enunciation many folk songs, 2 and 3 part rounds, simple descants.
Take turns conducting songs.
Develop ability to sing legato or staccato.
Be aware of changes in tempo, dynamics and mood while singing.
Develop awareness of the meaning of a song through its words (text).

D. Playing Instruments

Develop skill on as many as possible of the following instruments through Years 4, 5 and 6.

Rhythm Instruments — experiment with sound effects, accompany songs with appropriate instruments on the beat, accent and rhythmic pattern (words).

Create ostinato patterns.

Latin Instruments — use to accompany Latin-American songs. Observe syncopation and particular rhythmic patterns for this music.

Xylophones — tone-matching, scale activities, melodic ostinato patterns, song accompaniment.

Resonator (tone educator) bells — tone-matching, ostinato patterns, pentatonic melodies and accompaniment, chord-building.

Recorders — learn to play with good tone, developing ability to read music.

Ukuleles — learn basic chords and rhythms to accompany many songs. Proceed to plucking melody notes.

Autoharp — learn basic chords and rhythms to accompany many songs.

Carl Orff instruments — through speech, rhythm, ear-training, and use of pentatonic scale, create own compositions.

Handbells — a very expensive, but beautiful, way to learn to read music.

Make own instruments — experiment with ways of making new string, woodwind, brass and percussion instruments.

E. Reading

Continue sol-fa training with hand signals.

Echo-clap and chant rhythmic patterns.

Read simple instrumental scores for rhythm and melody instruments.

Recognize notes and rest values and meter signatures 2/4, 3/4, 4/4, 6/8.

Understand dotted note patterns, even and uneven rhythms, syncopation.

Read chromatic signs, key signatures, scales.

Develop ability to notate own compositions.

Develop skill in writing rhythmic and melodic patterns from dictation.

Interpret chord symbols using bells, ukuleles, autoharp.

F. Creating

Create suitable sound effects for poems and songs.

Create new singing games and singing "conversations".

Make up new words to songs.

Invent introductions, interludes and codas for songs.

Dramatize songs and musical plays.

Invent new folk and square dances.

Create rhythmic and melodic ostinato patterns for poems and songs.

Improvise pentatonic accompaniment for poems and songs.

Create new music in a known form (AB, ABA).

Discover similar form in art, architecture.

Notate and perform original compositions.

YEAR 5

Concepts

A. Rhythm

Continue development of Concepts 1-11.

12. Rhythm uses beat, tempo, patterns, meter, long and short duration, syncopation.
13. Rhythmic patterns may be simple or complex.
14. Distinctive rhythmic patterns may be found in other cultures.

B. Melody

Continue development of Concepts 1-11.

12. Melody is the horizontal dimension of music.
13. The rhythm of a melody is determined by the duration of its tone.
14. A melody is changed when its rhythm is changed.
15. The structure of some melodies is harmonic.
16. Distinctive melodic patterns may be found in other cultures.

C. Harmony

Continue development of Concepts 1-6.

7. Harmony is the vertical dimension of music.
8. Voices with different pitch ranges may be combined to create harmony.
9. Tuned instruments may also be combined to create harmony.
10. Harmony and melody are closely related.
11. Harmony may accompany melody.

D. Form

Continue development of Concepts 1-11.

12. Music moves horizontally but may also move vertically when two or more sounds occur simultaneously.
13. A musical whole is made up of smaller sections which may be the same, varied or contrasting.
14. The construction of a piece of music is its form.
15. Form may reflect the style and period in which the music was written.
16. Musical form is found in dance.

E. Expression

Continue development of Concepts 1-9.

10. Modern composers have found new tonal qualities by using instruments in new ways, by inventing new instruments, or by changing sounds with tape recorders or electronic machines.
11. Dynamic contrasts add variety and expression to music.

F. Related Arts

Continue development of Concepts 1-6.

7. The music of other cultures can be simple or complex. Melody, rhythm, harmony, form and expression may illustrate cultural traditions and styles.
8. Ornamentation may be used in all of the arts.

9. Forms of art may contain realistic ideas or stories — program music, story dance, realistic art.
10. Forms of art may contain abstract ideas — absolute music, abstract dance, abstract art.

YEAR 5

Skills

A. Listening

Continue to develop skills acquired in Year 4.

Experiment with sound to find a variety of tonal qualities which may be combined.

Listen to electronic music.

Match names, sounds and pictures of many instruments.

Identify vocal forms — duet, trio, quartet, ensemble, male chorus, mixed chorus.

Identify instrumental forms of band, orchestra, duet, trio, quartet, ensemble.

Distinguish between absolute and program (descriptive) music.

Listen for musical form in ballet and folk dances.

Listen to music of other nationalities and cultures.

B. Moving

Continue to develop skills acquired in Year 4.

Develop a repertoire of many folk and square dances.

Respond to rhythms and melodies typical of other cultures.

Improvise movement to illustrate syncopation in music.

Create movement to electronic music.

Create movement to absolute music and program (descriptive) music.

C. Singing

Continue to develop skills acquired in Year 4.

Continue sol-fa training with hand signals.

Sing 3 and 4 part rounds and partner songs.

Sing the notes of major and minor chords.

Sing with good phrasing and careful enunciation simple part songs.

Continue to develop sensitivity to expression in music.

Develop a repertoire of folk songs from around the world.

D. Playing Instruments

Develop skill on as many as possible of the following instruments through Years 4, 5 and 6.

Rhythm Instruments — experiment with sound effects, accompany songs with appropriate instruments on the beat, accent and rhythmic pattern (words).

Create ostinato patterns.

Latin Instruments — use to accompany Latin-American songs. Observe syncopation and particular rhythmic patterns for this music.

Xylophones — tone-matching, scale activities, melodic ostinato patterns, song accompaniment.

Resonator (tone educator) bells — tone-matching, ostinato patterns, pentatonic melodies and accompaniment, chord-building.

Recorders— learn to play with good tone, developing ability to read music.

Ukuleles — learn basic chords and rhythms to accompany many songs. Proceed to plucking melody notes.

Autoharp — learn basic chords and rhythms to accompany many songs.

Carl Orff instruments — through speech, rhythm, ear-training, and use of pentatonic scale, create own compositions.

Handbells — a very expensive, but beautiful, way to learn to read music.

Make own instruments — experiment with ways of making new string, woodwind, brass and percussion instruments.

E. Reading

Continue to develop skills acquired in Year 4.

Develop ability to read parts while singing or playing instruments.

Show recognition of phrases while singing or playing instruments.

Perform a variety of rhythms as read.

Recognize chord progression.

Be aware of repeat signs, endings, ties, slurs, accidentals.

F. Creating

Continue to develop skills acquired in Year 4.

Interpret the form of absolute music through creative movement or artistic design.

Interpret programme (descriptive) music through drama, creative movement or artistic design.

Add original descants to songs.

Change songs from major to minor keys.

Vary meter signatures and add new rhythms and syncopations to songs.

Create new tempo and dynamics symbols for songs.

YEAR 6

Concepts

A. Rhythm

Continue development of Concepts 1-14.

15. Music always involves rhythm.

16. There are many kinds of rhythm.

17. Music contains an endless variety of rhythmic patterns.

18. Rhythm compositions can be created by combining simple patterns in various ways.

19. Polyrhythms are created when two or more contrasting rhythms occur simultaneously.

B. Melody

Continue development of Concepts 1-16.

17. A mode is a scale arrangement of tones, major or minor.

18. A pentatonic scale is a five-tone scale, containing no half-tones, using d, r, m, s, l. It may be heard on the piano by playing the black keys only — three, and then two.

19. A 12-tone row consists of all 12 tones found within an octave, arranged in any order before one is repeated.
20. Various scales give many possibilities for different-sound melodies.
21. Tonal music uses one scale at a time.
22. Polytonal music uses more than one scale at a time.
23. Atonal music uses an arrangement of equal tones with no one focus tone.
24. Melodies may be performed in many styles.

C. Harmony

Continue development of Concepts 1-11.

12. A melody may be harmonized in several ways.
13. When tones of a chord (such as 1-3-5) are heard in succession, they take on melodic structure.
14. When tones of a chord are in melody, that chord may be used as accompaniment.
15. Melodies having the same harmonic structure may be combined.
16. When a melody can be performed in two or more parts, starting at different points, it is a canon or a round.
17. When several individual melodies are performed simultaneously, polyphonic music results.
18. A tone cluster is a chord made up of three or more adjacent tones.
19. The harmonic nature of music may be influenced by its cultural origin.

D. Form

Continue development of Concepts 1-16.

17. Contrast in music may be made by changes in rhythm, melody, harmony, form and expression.
18. Monophonic music contains one melody.
19. Polyphonic music contains several melodies together.
20. Homophonic music contains a melody with harmony.
21. Music with a combination of these has a mixed texture.
22. Structural forms include AB (binary) AB (ternary), AABB, rondo, canon, theme and variations, ragtime, jazz and rock.
23. Longer forms of music such as the concerto and symphony, contain structures, such as ABA, found in shorter forms.
24. Improvising is a basic quality found in many forms of music.
25. In aleatoric music, ideas happen by chance instead of being planned in advance.
26. Contemporary notation of new musical forms may include shapes, designs and colors to be read for voices and instruments.

E. Expression

Continue development of Concepts 1-11.

12. The expressive intent of music may determine its appropriate tempo.
13. All sounds possess some degree of loudness or softness (dynamics).
14. Changes of dynamics and changes of tempo may be related to each other, as well as to melodic contour.
15. When themes are repeated or contrasted, variety may be achieved by the use of contrasting tone colors.

16. The words (text) and meaning of a song may be enhanced by its musical accompaniment.
17. Music reflects our feelings about holidays, seasons, our country, our culture and our beliefs.

F. Related Arts

Continue development of Concepts 1-10.

11. An opera is a drama set to music and sung with acting, scenery and an orchestral accompaniment.
12. A combination of balance and tension is found in all art forms, caused by a variety of forces and adding excitement to the arts.
13. It is important to use all our senses, our minds, and our feelings to determine how we value the arts in our lives.

YEAR 6

Skills

A. Listening

Continue to develop skills acquired in Years 4 and 5.

Listen to operetta, opera, ballet, oratorio, concerto and symphony form.

Identify binary (AB), ternary (ABA), rondo, canon, theme and variations, ragtime, jazz and rock form.

Be aware of the history of music in the twentieth century.

Listen to improvised and chance (aleatoric) music.

Compare electronic music to music performed by people and instruments.

Listen for changes in tempo, dynamics and tone color, and how they may affect rhythm, melody and harmony, as well as each other.

Experiment with a tape recorder to invent new tonal and rhythmic qualities in original compositions.

B. Moving

Continue to develop skills acquired in Years 4 and 5.

Create movement in round or canon form.

Create dance forms to ragtime, jazz and rock music.

Create and combine movement patterns to illustrate polyrhythms.

Take part in an aleatoric composition using "chance" movements.

Take part in school productions of operettas or musical plays.

C. Singing

Continue to develop skills acquired in Years 4 and 5.

Continue sol-fa training with hand signals.

Sing major, minor and modal songs.

Sing in tune 2, 3 and 4 part rounds and canons.

Sing with expression and good enunciation a repertoire of unison, descant and part songs.

Respond with confidence to a conductor's signals.

Develop skill in reading music and sight-singing.

D. Playing Instruments

Continue to develop skill on the instruments learned in Years 4 and 5.

Combine groups of instruments (such as recorders and Orff instruments) to gain skill in reading and performing more advanced scores.

Use one or more tape recorders to experiment with tonal and rhythmic qualities of instruments.

E. Reading

Continue to develop skills acquired in Years 4 and 5.

Identify major and minor scales.

Become familiar with modes.

Identify melodic patterns by notation and numbers.

Understand the function of key signatures.

Develop further the ability to write from dictation patterns including dotted notes and uneven rhythms.

Become familiar with the appearance of traditional and contemporary orchestral scores.

Interpret symbols of dynamics and tempo.

Attempt to write and perform a contemporary score including aleatoric (chance) possibilities.

F. Creating

Continue to develop skills acquired in Years 4 and 5.

Create polyrhythmic and polytonal compositions.

Use major, minor and modal keys to create new melodies.

Create pentatonic melodies and accompaniment.

Invent a twelve-tone composition.

Invent new canons and rounds.

Change chords to arpeggios to provide harmonic accompaniment (Alberti bass) to melodies.

Use tone clusters to accompany melodies.

Improvise new melody and rhythm from a known song.

Extend the known tonal and rhythmic ranges of melodies by using one or more tape recorders at different speeds.

Study electronic music through recordings, books, scores and films.

If possible, go to see and hear a synthesizer.

Create own traditional and contemporary scores to be performed.

Recommended Texts

Silver Burdett Music, Grades 1-6 (GLC Publishers) 1976

Exploring Music, Grades 1-6 (Holt, Rinehart & Winston) 1975

New Dimensions in Music, Grades 1-6 (Van Nostrand Reinhold) 1976

FRENCH AS A SECOND LANGUAGE

(Elementary) — 1979

Introduction

At the elementary school level, two programs are available for French as a second language:

1. A new program recommended by the Curriculum Policies Board in 1979 and approved by the Minister.
2. A program approved by the Minister in 1971.

The essential differences between the two programs lie in the greater specificity of objectives and content of the new program, clear minimum expectations for each language skill and for cultural understanding, increased instructional time and improved provision for program articulation or continuity between elementary and secondary school. All these features, lacking in the old program, are components of the new program.

Rationale

French has been taught in Alberta schools since the province came into being. However, experience with existing programs and evaluation thereof indicate the need for more suitable guidelines for teachers and administrators, in order to provide their students with learning experiences which will lead to more effective outcomes appropriate to the national and international scenes.

English and French are two world languages which have influenced and continue to influence the Western world. All students should therefore be given the opportunity and encouragement to acquire French as an additional language. In learning French, one gains a new awareness and a greater understanding of culture through the realization that there are similarities and differences between French and English-speaking peoples. Awareness that the patterns of living of each group are based on one's environment and experiences will, it is expected, lead to greater openmindedness, flexibility and readiness to understand and accept others as they are.

Languages are tools which enable the user to elicit and receive information, to express his opinions and feelings; in effect, to communicate. They have different ways of leading speakers to focus on the reality which surrounds them. In our multicultural society, knowledge of another language should enable an individual to communicate more effectively in a variety of situations related to work or leisure activities. The application of language skills, by extending the range of an individual's human relationships, results in a strong sense of personal achievement and satisfaction.

Many of the skills used in learning another language are the same as those used in learning one's first language. Through the learning of French, the learner can become conscious of those skills and how they apply to any language learning. In this process, the learner develops the ability to listen for meaningful sounds, to understand different elements of a sentence, and to analyze a message so as to grasp its meaning. Analyzing messages, reconstructing utterances, and applying acquired knowledge to new situations enhance the development of problem-solving skills. By using the spoken language, one gains a clearer perception of how a language functions, of what must be said in order to communicate. Through reading and writing in French, one becomes more aware of the

shared conceptual bases of both French and English. As a result of their commonalities and parallel development, the two languages complement each other in many ways. They share a large portion of their vocabularies and use a similar organization of linguistic elements to express experience.

Growing global interdependence is a reality which cannot be overlooked. With widespread mobility, knowledge of more than one language is becoming increasingly valuable: tourists, technicians, business people, civil servants, diplomats, athletes – people from all walks of life – are going abroad more frequently to visit or to work. Students in our schools cannot foresee where they will be called upon to work. Multinational companies in particular, when hiring employees, may consider knowledge of more than one language important. Although knowledge of French may not be the primary qualification demanded by an employer, it may well be the deciding factor in obtaining employment in a world where the job market is becoming more competitive.

It is the purpose of this document to outline a curriculum which will help Alberta's students to develop the skills necessary to communicate with others who use French, the better to prepare them to take their place in our national and international communities.

GOALS

Goals designate the broad, long-range, and significant outcomes desired from a program.

Although the following goals may be given varying emphases, they are identified as those appropriate to learning French and are intended to enable the student:

1. To acquire basic communication skills in French by:
 - 1.1 developing the receptive skills of listening and reading including, in the case of the former, an understanding of intonation, gestures and visual clues which help to convey the message;
 - 1.2 developing the productive skills of speaking and writing including, in the case of the former, the appropriate intonation, gestures and visual clues which help to convey the message.
2. To develop originality and creativity in language by:
 - 2.1 enabling him to apply his skills to new and meaningful situations;
 - 2.2 enabling him to express his own ideas and feelings;
 - 2.3 enabling him to discover a new dimension of his personality.
3. To acquire additional concepts and generalizations about language and language learning by:
 - 3.1 recognizing the basic structural similarities and differences between French and English;
 - 3.2 acquiring some knowledge of the structure and function of languages;
 - 3.3 developing an awareness of regional, social and functional variations of spoken and written language;
 - 3.4 developing a conscious knowledge of the skills and strategies used in learning a second language.

4. To develop cultural sensitivity and enhance personal development by:
 - 4.1 developing a greater awareness and appreciation of various cultural values and lifestyles;
 - 4.2 developing a positive attitude toward people who speak another language through a meaningful exposure to the French language and culture;
 - 4.3 becoming more aware of his own cultural heritage through learning French;
 - 4.4 becoming aware of and appreciating, through instruction and direct experiences, the valuable contributions of French-speaking peoples to civilization;
 - 4.5 broadening his perspectives to include the national and international scene through active participation in a language spoken by many Canadians.
5. To develop a desire to extend or improve his proficiency in languages through further language study, whether for interest, post-secondary requirements or vocational needs.

MINIMUM EXPECTATIONS FOR SKILL DEVELOPMENT AND CULTURAL UNDERSTANDING

GRADES 4, 5 AND 6

The minimum expectations for skill development and cultural understanding are considered to be part of the core or mandatory content.

LISTENING COMPREHENSION

At the end of Grade 6, the student will be able to:

1. Distinguish phonetic differences within the French sound system;
2. Distinguish French intonation and stress patterns;
3. Demonstrate understanding of familiar questions, statements and instructions which incorporate the basic elements of the program;
4. Demonstrate understanding of new combinations of structures and vocabulary of the program;
5. Understand a variety of speakers in structured situations.

SPEAKING

At the end of Grade 6, the student will be able to:

1. Produce accurately, French sounds, intonation, rhythm, stress, elision and liaison;
2. Respond orally to cues which require the use of basic linguistic elements of the program;
3. Produce a sentence by recombining known elements;
4. Describe a familiar situation with the linguistic elements of the program;
5. Relate a sequence of actions;
6. Ask for information using familiar vocabulary.

READING

Grade 4

The student will be able to:

1. Recognize familiar vocabulary and global expressions in printed form.

Grade 5

The student will be able to:

1. Read silently, with comprehension, familiar material learned orally;
2. Read aloud familiar vocabulary and global expressions with correct pronunciation, rhythm and intonation.

Grade 6

The student will be able to:

1. Read silently, with comprehension, recombinations and rearrangements of familiar material.

WRITING

Grade 4

The student will be able to:

1. Copy familiar nouns with the definite and indefinite articles;
2. Copy familiar vocabulary and global expressions.

Grade 5

The student will be able to:

1. Make simple substitutions from known vocabulary, within a familiar structure.

Grade 6

The student will be able to:

1. Recombine familiar vocabulary and structures in sequences of sentences;
2. Write variations of known skits, dialogues and familiar narrative passages.

CULTURAL UNDERSTANDING

In teaching culture, the use of French is recommended as much as possible.

At the end of Grade 6, the student will be able to:

1. Supply factual information that has been learned about familiar cultural concepts;
2. Recognize the significance of simple gestures, facial expressions, intonation and stress used by the speaker to convey his intents, feelings or emotions;
3. Recognize cultural connotations of familiar vocabulary and expressions; e.g. tu/vous – bonjour/salut;
4. Describe differences and similarities between French cultures and his own;
5. Use common conventionalities: e.g., greetings, gestures.

OBJECTIVES AND CONTENT

Specific skills, objectives and content of each grade level are outlined on pages 11 to 47 of the Curriculum Guide.⁽¹⁾

The objectives and content are selected on the basis of these categories of language uses:

1. Social Conventions
2. Identification of Persons, Animals or Objects
3. Expressing Actions
4. Expressing Possession
5. Expressing Time
6. Expressing Location
7. Expressing Emotion

(1) Nine-Year French Program, Curriculum Guide and Handbook, Alberta Education 1979.

8. Expressing Manner and Means
9. Expressing Desire and Permission
10. Expressing Cause and Effect

These language functions are considered to be main categories of verbal communication. In the classroom, each of the above categories may be realized separately or in various combinations. In this program, expected verbal performances and linguistic content are specified for each category.

PERFORMANCE STATEMENTS

The performance statements indicate the minimum that students are expected to *do* in verbal communication in the second language.

LINGUISTIC CONTENT

The linguistic content identifies the minimum language structures, sentence patterns, changes in word forms and vocabulary that students are expected to acquire in order to engage in verbal communication.

The categories of language use, the performance statements and linguistic content for each grade level are not arranged in a sequential order, although it is expected that by the end of each grade the specified objectives and content will have been covered. It is expected that the content specified in the categories of language use and skills described in the performance statements and minimum expectations be mastered by the end of Grade 6. The content specified in the categories of language use and the skills and concepts identified in the performance statements are considered to be core content.

SUGGESTED VOCABULARY

The vocabulary is suggested for development of everyday themes and is intended to complement the vocabulary found in primary learning resources. The lists are an additional source for teacher reference and are considered to be elective.

CULTURE

Cultural themes and topics are presented to assist students to develop insights into the ways of life of French-speaking people as well as to acquire a knowledge about the people's achievements and contributions to civilization.

TO SUMMARIZE, THE CORE OR MANDATORY COMPONENTS CONSIST OF:

1. THE MINIMUM EXPECTATIONS FOR SKILL DEVELOPMENT AND CULTURAL UNDERSTANDING;
2. THE CONTENT SPECIFIED IN THE CATEGORIES OF LANGUAGE USE:

3. THE SKILLS AND CONCEPTS IDENTIFIED IN THE PERFORMANCE STATEMENTS;
4. THE MAJOR CULTURAL THEMES;
5. THE STUDY OF CULTURES OF FRENCH-SPEAKING CANADIANS.

THE ELECTIVE COMPONENTS CONSIST OF:

1. SUGGESTED VOCABULARY;
2. SPECIFIC TOPICS RELATED TO THE MAJOR CULTURAL THEMES;
3. SPECIFIC TOPICS RELATED TO FRENCH COMMUNITIES IN CANADA.

DEFINITION OF CULTURE

Two interrelated definitions of culture linked by a set of commonly shared values and cultural themes are:

1. Culture refers to a people's achievements and contributions to civilization in such fields as art, music, literature, architecture, technology, science and philosophy.
2. Culture also refers to the behavioural patterns or life styles of people. To illustrate, the study of behavioural patterns and life styles might focus on such topics as:
 - a. When and what people eat;
 - b. How they make a living;

The way they organize their society;

- d. The attitudes they express toward friends and members of their families;
- e. How they act in different situations;
- f. What expressions are used to show approval and disapproval; and
- g. The traditions observed.

It is this latter definition that should form the focus of learning activities in the classroom.

Culture is a complex and dynamic phenomenon and each country possesses a myriad of subcultures. As the international expansion of technology and communication rapidly transform daily life patterns, today's life styles may become tomorrow's stereotypes or myths.

Teachers are cautioned to avoid generalizing from too little data. Rather, it is important to discuss the way people live in big cities as well as in small villages, the reactions of young people and those of the elderly, the points of view of different ethnic groups, the attitudes of people in different socio-economic strata and in different regions of a country. It is important to develop the concept that people respond to life's needs in a variety of ways.

MAJOR CULTURAL THEMES

The following cultural themes are part of the core content to be developed in Grades 4, 5 and 6. Specific topics within each theme are considered to be elective.

1. CONVENTIONALITIES

Conventionalities are customary ways of behaving in specific social situations.

In dealing with conventionalities, students would be expected to recognize and identify appropriate reactions of members of a culture in specific social situations.

Possible topics for class study are:

- | | |
|---------------------------|------------------------------|
| a. Greetings | f. Shopping |
| b. Introductions | g. Travelling |
| c. Farewells | h. Sports and games |
| d. Patterns of politeness | i. Hobbies |
| e. Eating | j. Vacations |
| | k. Holidays and celebrations |

2. ROLE OF THE FAMILY IN SOCIETY

The assumption in this theme is that traditions influence cultural behaviour.

In the study of this theme, students would be expected to recognize the basic structure of family units and to identify interrelationships between the family structure and education, religion, government and economics.

Topics of study include:

- a. Relationships of family members to each other, and to persons outside family;
- b. Participation of members of the family in the life of society.

3. ROLE OF EDUCATION IN SOCIETY

The assumption proposed is that formal and informal education is a vital part of society.

Objectives in this category would be to identify and to interpret the value of education to the individual; to recognize and interpret the relationship between student and teacher; to analyze interrelationships between church, state, and education, and to recognize the role of extracurricular activities.

Topics for comparative analysis include types of schools and types of curricula.

4. ROLE OF GOVERNMENT IN SOCIETY

The assumption proposed is that students should be aware of the existence of forms of government and their functions.

5. INFLUENCE OF GEOGRAPHY, CLIMATE, AND NATURAL RESOURCES ON THE ECONOMIC AND CULTURAL DEVELOPMENT OF THE COUNTRY

The assumption made is that life styles in a country or region are affected by the geography, climate and natural resources.

In studying this theme, students would be expected to:

- a. acquire specific facts about the geography and climate;
- b. identify the social and economic life of a particular region;
- c. analyze facts and formulate a concept of the way of life.

Topics would include the geography, climate and natural resources of regions of Canada and countries where French is spoken.

COURSE OUTLINE

The study of the cultures of French-speaking Canadians in Grades 4 to 6 forms part of the core content. Specific topics related to these cultures are elective. A suggested course outline follows:

Grade 4

1. Family
2. Alberta
 - French-speaking centres
 - Explorers and missionaries
3. Customs and Conventions
 - Greetings
 - Nöel
 - Pâques
4. Folksongs

Grade 5

1. French in Canada
 - Western Canada
 - Acadia
 - Ontario
 - Québec
2. Customs and Conventions
 - La Cabane à Sucre
 - Le Carnaval
3. Folksongs and Handicrafts

Grade 6

1. French in Canada
 - Québec
2. Introduction to France
3. Customs and Conventions
 - Christmas Season in French
 - Mardi Gras
4. Leisure Activities
 - Sports
5. Songs and puppet theatre

PRESCRIBED LEARNING RESOURCES

The following learning resources have been recommended for the elementary French program (Grades 4, 5 and 6):

Nuffield Schools Council. *En Avant*. Levels 1 and 2. Toronto: J.M. Dent and Sons (Canada) Ltd.

Duplantie, Raymond. *J'écoute, Je Parle*. Levels 1 and 2. Agincourt, Ontario: Gage Educational Publishing Ltd.

Kenney, Morgan and Kerr, Doris. *Ici On Parle Français*. Levels 1 and 2. Scarborough, Ontario: Prentice-Hall of Canada, Ltd.

Bick, Catherine, Massey and Scuccato. *Répondez s'il vous plaît*. Levels 1, 2, 3 Toronto, Ontario: Copp Clark Publishing.

Grade 4

En Avant

Stage 1 Teacher's Materials

Teacher's Book, five tapes or cassettes

Visual Elements

Figurines, story pictures, display board, posters, two filmstrips

Pupils' Materials

Playing Cards, Spirit Duplicator Master Booklet.

J'écoute, Je Parle

Level 1 Teacher's Manual

* Pupil's Book

Flash Cards

Posters

Ici On Parle Français

Level 1 Teacher's Text

* Reading Companion/*Livre de lecture*

Teacher's Resource Book (to Reading Companion)

Livre du maître (French edition of Teacher's Resource Book)

Wallcharts (set of 8)

Repondez s'il vous plait Level 1 Kit

Allons-y

Student Texts

* Student Materials

Grade 5

En Avant

- Level 1 Teacher's Materials
Teacher's Book, five tapes or cassettes
Visual Elements
Figurines, story pictures, display board, poster, two filmstrips
Pupils' Materials
Playing Cards, Spirit Duplicator Master Booklet

J'écoute, Je Parle

- Level 2 Teacher's Manual
* Pupil's Book
Flash Cards
Posters

Ici On Parle Français

- Level 1 Teacher's Text
* Reading Companion
Livre de lecture
Teacher's Resource Book (to Reading Companion) 1/2
Livre du maître (French edition of Teacher's Resource Book)
Wallcharts (set of 8)
Test Package (20 sets)

Répondez s'il vous plâit

- Level 2 Kit
Students Texts

Grade 6

En Avant

- Stage 2 Teacher's Materials
Teacher's Book, 10 tapes or cassettes
Visual Elements
Posters, sentence cards
Pupils' Materials
Four reader workbooks

J'écoute, Je Parle

- Level 2 Teacher's Manual
Pupil's Book
Flash Cards
Posters

Ici On Parle Français

- Level 2 Teacher's Text
* Student Text
* Student Exercise Book, 1/2
* *Parler avec un crayon*: a language concepts workbook (1977)

* STUDENT MATERIALS

Teaching Notes (English Edition)
Notes pédagogiques (French edition)
Wallcharts (set of 8)
Test Package (20 sets)

Répondez s'il vous plait Level 3 Kit

A grands pas Student Texts

All of the above publications are available from the School Book Branch:
10410 - 121 Street
Edmonton, Alberta
T5N 1L2

Student materials and kits are subject to a 40% discount.

FRENCH AS A SECOND LANGUAGE

Objectives

The long range goals in the study of modern languages other than English are effective communication and cultural understanding. The specific goals are to:

- a. Understand the language when spoken at normal speed on a subject within the range of a student's experience.
- b. Speak well enough to communicate with a native speaker on a subject within the range of the student's experience.
- c. Write, using authentic patterns of the language.
- d. Read with direct understanding, without recourse to English translation, material on a general subject.
- e. Understand linguistic concepts, such as the nature of language and how it functions through its structural system.
- f. Understand, through the language, the contemporary values and behavior patterns of the people whose language is being studied.
- g. Acquire an understanding of the significant relationships between the features of the area or country (geographic, economic, political, historical) and the language itself.
- h. Develop an understanding of the literary and cultural heritage of the people whose language is studied.¹

NOTE: The objectives stated in the preceding section are intended as overall goals in a sequence of modern (second or other) language study extending from the Elementary School years through the secondary level. While the cultural understanding and acquisition of significant knowledge aims remain valid at the elementary level, the achievement of skills should emphasize the acquisition of audio-lingual structures. At the elementary level the reading and written skills may also be attempted but to a limited degree.

TERMINAL BEHAVIOR — SPECIFIC EXPECTATIONS FOR THE ELEMENTARY SCHOOL

1. Phonology

A student should be able to demonstrate control of the phonological elements listed below:

- a. All vowel phonemes with particular attention to /y/ as in "bu", /ø/ as in "feu", and the four nasal forms.
- b. All consonant phonemes, with special attention to interference problems such as /r/.
- c. All semiconsonants, /w/ as in "oui", /y/ as in "huit", and /j/ as in "fille".
- d. Sentence cadence (rhythm).
- e. Three patterns of intonation — statement, interrogative, imperative.
- f. Obligatory liaisons such as vous avez (vuzavez).

¹ Adapted from GUIDELINES FOR NDEA, TITLE III, issued by the U.S. Department of Health, Education and Welfare, Bureau of Educational Assistance Programs, January 1965.

2. Structural Concepts

A student should be able to demonstrate control of the structural concepts listed below:

- a. Determinatives — Definite: *le, la, l', les*
Indefinite: *un, une, des*
Partitive: *du, de, la, des*
Possessive: *mon, ma, mes, etc.*
Demonstrative: *ce, cet, cette, ces.*
- b. Nouns — singular, plural, masculine, feminine, regular; irregular only if frequent, e.g., *l'oeil, les yeux.*
- c. Adjectives — singular, plural, masculine, feminine, agreement, position.
- d. Pronouns — Demonstrative: *c'est, ce sont, ca*
Interrogative: *qui, que*
Reflexive: *Je me lève, etc.*
Personal: a. subject and object
b. *vous* versus *tu*
c. *on* when used for *nous*
d. position of personal pronouns (with only one in sentence).
- e. Verbs — common regular verbs and irregular verbs such as: *aller, boire, vouloir, pouvoir, acheter, mettre, prendre, être, avoir, faire*; infinitive present; immediate future; imperative; *passé composé* with *avoir* and *être* only for most common verbs; reflexive (most common) such as *se lever, s'appeler, s'en aller.*
- f. Numbers — ordinals (commonly used) and cardinals (at least to 100).
- g. Interrogative adverbs — *quand, où, comment, combien, pourquoi.*
- h. Basic word order in statements.
- i. Interrogative forms especially *est-ce que, qu'est-ce que.*
- j. Negation: *ne . . . pas, ne . . . jamais, ne . . . rien, ne . . . personne.*

3. Vocabulary

A student should be able to demonstrate control of the vocabulary items common to the majority of the themes listed below:

- | | |
|------------------------|----------------------------|
| a. Family | k. Parts of the Body |
| b. Meals | l. Health |
| c. School | m. Occupations |
| d. Clothing | n. Special Occasions |
| e. Home | o. Telephone Conversations |
| f. Sports and Games | p. Restaurant |
| g. Shopping Situations | q. Transportation |
| h. Holiday Activities | r. City, Town, or Farm |
| i. Animals | s. Calendar and Time |
| j. Weather and Seasons | t. Daily Routine. |

A good program will include the structural concepts and vocabulary items necessary to discuss many of the centers of interest listed above. It should be noted that in some programs the vocabulary related to a specific topic is often developed over several units while in others it is grouped in a single center of interest.

4. Cultural and Societal Values

A student should demonstrate an appreciation of the major differences between his own way of life and that of a child in the target culture with respect to the following activities and aspects of living:

- a. Holidays
- b. Songs
- c. Simple Poems
- d. Games
- e. Comparisons in Living.

Recommended Programs

The following programs are recommended for use in the Elementary School program:

Bonjour Line — Part I

Marcel Didier (Canada) Limited
1442 McGill College Avenue
Montreal, Quebec H3A 1Z6

Le Français Partout — Cours Préliminaire

Le Français Partout — I

Le Français Partout — II

Holt, Rinehart and Winston of Canada
Ltd.
55 Horner Avenue
Toronto, Ontario M8Z 4X6

Parlons Français, Levels I, II, III

D. C. Heath, Canada
Suite 1408
100 Adelaide Street West
Toronto, Ontario M5H 1S9

Teachers are encouraged to examine the instructional materials available for all three recommendations in the light of the terminal behaviors suggested for Level I prior to making a decision with respect to the materials which will be selected in a particular system.

Suggested Minimum Course Content

The content to be attempted should reflect a concern for the terminal behavior suggested on pages 72-74 rather than placing undue emphasis on the content from any one of the recommended programs. The attainment of the suggested terminal behavior is predicated on the assumption that daily periods of sufficient length will be allocated to the learning of French as a second language.

1. Suggested Course Content in the Elementary Grades

Bonjour Line — Part I

- Grade IV Units 1 to 8 including 5 bis plus the appropriate Exercices en Images as suggested in *Bonjour Line Teaching Guides* published by Chilton Books.
- Grade V Units 8 to 15 including 10 bis plus the suggested Exercices en Images.
- Grade VI Units 16 to 24 plus the suggested Exercices en Images.

NOTE:

There are three remaining units (25, 25 bis and 26) which might be considered for enrichment or supplementary activities.

Le Français Partout

Grade IV *Le Français Partout — Cours Préliminaire*

Grade V *Le Français Partout I*

Grade VI *Le Français Partout II*

Parlons Français

Grade IV *Parlons Français — Level I*

Grade V *Parlons Français — Level II*

Grade VI *Parlons Français — Level III*

In a number of school systems, French as a second language has been introduced in Grades 1 through 3. A supplement to the Curriculum Guide (Elementary), *French as a Second Language*, is now available to provide guidance for introducing French during the early school years.

LB 1564 C2 A34 1978 GR-1-6
PROGRAM OF STUDIES FOR ELEMENTARY
SCHOOLS

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